

**THE USE OF VIDEOS TO IMPROVE THE LISTENING  
SKILLS OF CLASS VII B STUDENTS OF SMPN 1 MLATI IN  
THE ACADEMIC YEAR OF 2012/2013**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements  
to Obtain a *Sarjana Pendidikan* Degree in English Language Education**



**By:  
Dwi Tugiwati  
09202241029**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTASTATE UNIVERSITY**

**2014**


**APPROVAL SHEET**

**THE USE OF VIDEOS TO IMPROVE THE LISTENING SKILLS OF  
CLASS VII B STUDENTS OF SMPN 1 MLATI IN THE ACADEMIC  
YEAR OF 2012/2013**

**A THESIS**



**First Consultant,**

  
**Dr. Agus Widyantoro, M.Pd**  
**NIP. 19600308 198502 1 001**

**Second Consultant,**

  
**Siti Sudartini, S.Pd., M.A.**  
**NIP. 19760311 200501 2 001**

## RATIFICATION

### THE USE OF VIDEOS TO IMPROVE THE LISTENING SKILLS OF CLASS VII B STUDENTS OF SMPN 1 MLATI IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

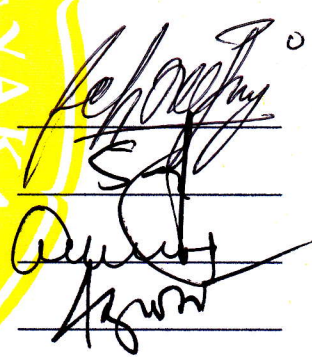
By:

Dwi Tugiwati  
09202241029

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,  
Yogyakarta State University, on January 24<sup>th</sup>, 2014 and declared to have fulfilled  
the Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English  
Language Education.

#### Board of Examiners

Chairperson : RA. Rahmi D Andayani, M.Pd.  
Secretary : Siti Sudartini, S.Pd., M.A.  
First Examiner : Dr. Margana, M.Hum., M.A.  
Second Examiner : Dr. Agus Widyantoro, M.Pd.

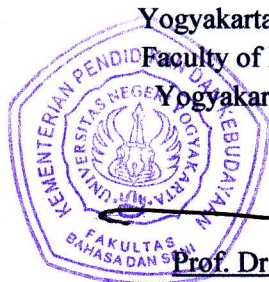


Yogyakarta, January 24<sup>th</sup>, 2014

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

## **SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini, saya:

Nama : Dwi Tugiwati  
NIM : 09202241029  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : The Use of Videos to Improve the Listening Skills of  
Class VII B Students of SMPN 1 Mlati in the Academic  
Year of 2012/2013

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 14 Januari 2014

Penulis



Dwi Tugiwati

09202241029



## MOTTOS

*Believers! Seek help in patience and in prayer, Indeed Allah  
is with those that are patient.  
(QS. Al Baqarah: 153)*

Education is the Most Powerful Weapon which You Use to  
Change the World.  
(Nelson Mandela)

Hakuna Matata  
(Amin S.)

I'm not the Best but I do my Best  
(Anonymous)

## DEDICATIONS

*This thesis is lovingly dedicated to:*

*My beloved father and mother*

*(Pak Muskiyo and Ibu Wiji Rahayu)*

*who have never failed to give me endless love, prayer,  
patience, and support. You're my greatest motivation for  
every single step I take.*

*My beloved sister and nephew*

*(Fajar Mustika and Ronnan Ramadhana)*

*For the happiness and the time we share together.*

*And*

*My friends*

*Thanks for giving spirit and for coloring my life.*

*I can't say anything because words will never be enough to  
express how much I love you*

## ACKNOWLEDGEMENTS

Alhamdulillahirobil'amin, all praise is to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis. Invocation and peace go to Muhammad SAW, the prophet, his families, and his disciples. May Allah bless them and give them peace.

In accomplishing the study, I thank a lot of people for the support, guidance, assistance, companion, and prayers. Thus, I would like to express my gratitude to:

1. my first consultant, Dr. Agus Widyantoro, M.Pd. and my second consultant, Siti Sudartini, S.Pd., M.A., for their valuable time, knowledge, and guidance with all their patience and wisdom during the process of accomplishing this thesis,
2. the principal of SMP N 1 Mlati for giving me permission to conduct the research, Dra. Dewi Muslimah, S.Pd as the English teacher of SMPN 1 Mlati and the Class VII B students for cooperating and helping during my research,
3. my beloved parents, my sister, my nephew, Panji T. and his family who always mention my name in their prayer and support me to finish my study,
4. my best friends in English Education Department: Devi Trisnasari, Dwi Ariyani, Theresia, Agus Imron, for anything we shared together,

5. all Class B 2009 members , Ajenk, Hesti, Wulan, Asfar, Dee, Vinda, Ida, Nina, Cha, Ditta, Ian, Denny, Angga, Khoiru, Bowo, for anything we shared for years. You will be a part of my history that I will never forget, and
6. my friends in Punkid, P3K, P4K, Al-Irsyad; kokom, dudul, cupida, riska, okti, isna, ana, rizka and others for motivating me all the time.

Finally, I realize that this thesis is not yet perfect. However, I do hope that this thesis may give some contribution to the future investigation in the English teaching and learning process.

Yogyakarta, January 15<sup>th</sup>, 2014

The Writer,



Dwi Tugiwati

09202241029

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b><i>SURAT PERNYATAAN</i> .....</b>	<b>iv</b>
<b>MOTTOS .....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>ABSTRACT .....</b>	<b>xiv</b>

### CHAPTER I: INTRODUCTION

A. Background of the Problems .....	1
B. Identification of the Problems.....	2
C. Delimitation of the Problems .....	5
D. Formulation of the Problems .....	5
E. Objective of the Research .....	6
F. Significance of the Research.....	6

### CHAPTER II: LITERATURE REVIEW

A. Literature Review .....	8
1. Theory of Listening Skills .....	8
a) Definitions of Listening .....	8
b) Processes of Listening .....	9
c) Types of Classroom Listening Performance .....	10
d) Micro- and Macroskills of Listening .....	12
e) Teaching Procedures and Listening Activities .....	13
2. Teaching Media .....	17

a) Definition of Videos .....	17
b) Types of Videos .....	19
c) Advantages of Using Videos in the Teaching Listening .....	20
3. Teaching Listening in Junior High Schools .....	21
4. Action Research .....	22
B. Conceptual Framework .....	24

### **CHAPTER III: RESEARCH METHOD**

A. Type of the Research.....	26
B. Setting of Time and Place .....	27
C. Subjects of the Research .....	28
D. Data Collecting Instruments .....	29
E. Data Collecting Techniques .....	30
F. Data Analysis .....	32
G. Data Validity and Reliability .....	34
H. Procedure of the Research .....	36

### **CHAPTER IV: THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATION**

A. Reconnaissance .....	39
1. Identification of the Field Problems.....	39
2. Identification of the Field Problems to solve .....	44
3. Determining Action to Solve the Field Problems .....	45
B. The Implementation of Cycle I .....	52
1 Planning .....	52
2 Action and Observation in Cycle I.....	57
3 Reflection .....	64
4 Findings of Cycles I .....	72
C. The Implementation of Cycle II .....	74
1 Planning .....	74



2	Action and Observation in Cycle II .....	78
3	Reflection .....	84
4	Findings of Cycle II .....	90
D.	The Scores of the Students' Listening Skills .....	93
E.	The Results of the Questionnaires .....	94
F.	Discussions.....	96

## **CHAPTER V: CONCLUSION, IMPLICATIONS, AND SUGGESTIONS**

A.	Conclusions .....	99
B.	Implications .....	101
C.	Suggestions .....	103

<b>REFERENCES</b> .....	105
-------------------------	-----

## **APPENDICES**

1.	Appendix A (Field Notes).....	107
2.	Appendix B (Interview Transcript) .....	122
3.	Appendix C (Course Grid).....	138
4.	Appendix D (Lesson Plans) .....	146
5.	Appendix E (Questions of Pre-test and Post-test) .....	189
6.	Appendix F (Students' Scores) .....	194
7.	Appendix G (Observation Sheets) .....	196
8.	Appendix H (Questionnaires and the Results) .....	199
9.	Appendix I (Interview Guidelines) .....	205
10.	Appendix J (Photographs) .....	208
11.	Appendix K (Letters) .....	213

## LIST OF TABLES

	Page
Table 1: The Problems which Affected the Lack of the Listening Skills of Class VII B Students of SMP N 1 Mlati in the Teaching and Learning Process .....	43
Table 2: The Urgent Problems which Affected the Lack of the Listening Skills of Class VII B Students of SMP N 1 Mlati in the Teaching and Learning Process .....	44
Table 3: The Feasible Problems to Solve which Affected the Listening Skills of Class B Students of SMP N 1 Mlati in the Teaching and Learning Process .....	45
Table 4: The Possible Causes of the Field Problems in the English Teaching and Learning Process at Seventh Grade Students Listening Skills of SMP N 1 Mlati.....	46
Table 5: The Feasible Problems to Solve and the Solutions.....	48
Table 6: The Results of the Tests in Cycle I.....	66
Table 7: The Result of the Changes of the Students' Listening skills in Cycle I.....	73
Table 8: The Results of the Tests in Cycle II.....	86
Table 9: The Change Results of the Action .....	91
Table 10: The Results of Pre-test and Post-tests .....	93

## LIST OF FIGURES

	Page
Figure 1: Kemmis and McTaggart's Action Research Cycle in Burns.....	27
Figure 2: The Results of the Question No 1 of the Questionnaires .....	94
Figure 3: The Results of the Question No 2 of the Questionnaires .....	95

**THE USE OF VIDEOS TO IMPROVE THE LISTENING SKILLS OF  
CLASS VII B STUDENTS OF SMP N 1 MLATI IN THE ACADEMIC  
YEAR OF 2012/2013**

**Dwi Tugiwati  
09202241029**

**ABSTRACT**

The objective of this action research study was to improve the listening skills of Class VII B students of SMP N 1 Mlati in the academic year of 2012/2013 through the use of videos.

This action research was conducted in two cycles. The research steps are reconnaissance, planning, action and observation, and reflection. The action consisted of the use of videos combined with the use of three-phase of listening process. The data were qualitative and quantitative. The validity of the data was obtained by applying the democratic, outcome, process, and dialogic validities. The qualitative data were obtained by observing the teaching and learning process, interviewing the students and the collaborators, holding discussions with the collaborators, giving questionnaires to the students, and taking pictures. The data were in the form of field notes, interview transcripts, questionnaires, and documentations. The qualitative data were analyzed by assembling, coding, comparing, and building interpretations of the data, and then reporting the outcomes. Besides, the quantitative data were analyzed by comparing the mean scores and the standard deviation of the pre-test to the post-test.

The results show that the students' listening skills improved through the use of videos. The students made a good improvement in some aspects of listening skills. The findings were supported by the students' mean scores which increased by 3 points from 5.43 in the pre-test to 8.43 in the post-test. Moreover, they were more confident in participating in the teaching and learning process. In addition, the various activities made the class atmosphere enjoyable so the students' motivation in learning English improved.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is as a means of communication. It is used by people for communicating and expressing ideas or feeling with others. At the beginning stages of language study, before someone learns how to read well, they need to listen first. It is because by listening, someone can have the most direct connection to meaning in the new language.

In the English language learning, there are integrated skills to be learnt, namely listening, speaking, reading, and writing. Listening has been regarded as the most frequently used language skill in the classroom. Peterson in Celce-Murcia (2001:87) says that through listening, learners can build the awareness of the internetworking of language systems at various levels and thus establish a base for more fluent productive skills. Good listening comprehension ability is something that one should have in order to get any information from oral materials. It is one of the four skills to be developed in the English language learning. Peterson in Celce-Murcia (2001:87) states that successful academic study in English requires a mastery of the listening skills. By mastering the listening skills, students are able to produce language accurately, reinforce their understanding of grammar, and develop their own vocabulary.

Listening is one of the language skills that should be mastered by junior high school students based on the School-Based Curriculum. It is mentioned in

the Standard of Competence and Basic Competence that the students are expected to have good ability in comprehending the meaning of short simple transactional, interpersonal conversation, simple spoken, and short monolog texts to interact in the closest environment.

However, teachers assume that listening is a skill that can be acquired automatically without being much learned and practiced. Therefore, the students' listening skills is still low. Many students have difficulty in learning listening and they always assume that listening is not important for them.

The use of media with technology or instructional media in teaching listening is rarely implemented in the listening classes. Many teachers prefer using conventional technique in the teaching listening to using interesting teaching media to build the students' interest, enthusiasm, and motivation on what is being presented in the particular lesson.

Considering the importance of listening skills in the English language teaching, the researcher used videos to improve the students' listening skills. In this thesis, therefore, the researcher conducted a research on improving students' listening skills by using videos.

## **B. Identification of the Problem**

Based on the researcher's observation and interviews with the English teacher and some students on April 6<sup>th</sup>, 2013, there were some problems happening in the listening teaching and learning process of Class VII B in SMP N



1 Mlati, in regard to the listening skills. These problems could be classified into five aspects: the students, the teacher, media, materials, and techniques.

### **1. The Students**

There were some students who were not active in the lesson. These passive students faced many problems. They didn't pay attention to the teacher or the lesson and they seemed bored with the learning activities. The students also considered listening as difficult subject. They had limited vocabulary mastery. Moreover, they sometimes did not listen to and respond to the teacher's questions and instruction well. In addition, they are not confident to answer the questions. Therefore, the English teaching and learning activities should be interesting and motivate students to get involved in the activities.

### **2. The Teacher**

The second problem was related to the teacher. The problem was concerned with the techniques used in delivering materials. The teacher seldom gave listening activities during the English teaching and learning process. Furthermore, she only used a student worksheet (LKS) and a textbook to teach and rarely used recordings in the teaching and learning process.

### **3. Media**

Media serve a variety of roles in education. Their primary role is known as teaching aid to make a lesson clearer or more interesting. Another role of media is to facilitate the students' learning.

Media can be in the form of visual media (such as pictures, paintings and photos), audio media (such as songs and radios), and audio-visual media (such as videos, TV programs, and DVD).

The audio-visual media are better than the others because they have both sounds and pictures or illustration. The most appropriate audio-visual media for teaching listening are videos. Videos show language in use. It means that the students can see how intonation matches facial expressions and what gestures accompany certain phrases (Harmer, 2007: 308).

Moreover, the school has many facilities to support the teaching and learning process, such as a LCD projector in each class and speakers that can be used in the teaching listening but the teacher rarely used the media.

#### **4. Materials**

In the teaching listening process, the students used a handbook and an exercise book. However, the books did not provide the recording. So, the teacher had to read the dialogues and the students listened to her.

To improve the students' listening skills, the teacher could use another media such as videos. However, it was not easy to find the appropriate materials.

#### **5. Techniques**

Techniques are important for the teaching and learning process. The teacher sometimes used monotonous activities so the students felt bored. Therefore, the teacher should choose the teaching techniques which are appropriate for the students.

### **C. Delimitation of the Problem**

Based on the identification of the problems, it was impossible for the researcher to solve all of the problems related to the students' listening skills. Therefore, this research focused mostly on improving the students' listening skills through the use of videos.

Such a limitation was determined for the following reasons. First, by using videos, the students can see and hear the real use of language in the real world. Second, videos allow the students to learn cross-cultural information presented in the videos which will enrich their knowledge. Third, videos can be combined with interesting activities and tasks that will motivate them to learn and increase their interests. In reference to those reasons, this study focused on the use of videos to improve the listening skills of Class VII B students of SMP N 1 Mlati in the academic year of 2012/2013.

### **D. Formulation of the Problem**

Based on the background, identification and delimitation of the problems, the research problem can be formulated as follows "How do videos improve the listening skills of Class VII B students of SMP N 1 Mlati in the academic year of 2012/2013?"

### **E. Objective of the Study**

Based on the formulation of the problem, the objective of this research is to describe how the videos can improve the listening skills of Class VII B students of SMP N 1 Mlati in the academic year of 2012/2013.

### **F. Significance of the Study**

This study is expectantly hoped to give a valuable contribution to the following parties:

#### 1. English teacher in SMP N 1 Mlati

Hopefully the teacher can use videos which provide interesting listening materials to improve the students' listening skills and the quality of the teaching and learning process.

#### 2. Institutions that hold the English teaching program

Hopefully this study becomes some input in empowering the English teacher to improve the students' listening skills by using videos.

#### 3. Students

After the implementation, hopefully the students' listening skills could improve.

#### 4. The researcher herself

This study hopefully increases her awareness of the contribution of videos to improve the students' listening skills and gives the experience in doing the research and working with other people as well.

5. English students of Yogyakarta State University

The findings of this study hopefully become one of the considerable sources or listening materials either to enrich their reference in writing their thesis or to improve their knowledge in the English teaching and learning process.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Theory of Listening Skills**

###### **a. Definitions of listening**

Richard and Renandya (2002: 235) state that for many years, listening skills do not receive priority in language teaching. Until recently, applied linguists ignore the nature of listening in the second language because listening is classified as receptive or passive skills that could be acquired through exposure. However, this position has been replaced by an active interest in the role of listening comprehension in the second language acquisition, by the development of powerful theories of the nature of language comprehension, and by the inclusion of carefully developed listening courses in many ESL programs.

In the early 80's, Krashen (1982), Asher (1988) in Richard and Renandya (2002: 238) bring attention to the role of listening as a tool for understanding and emphasize it as a key factor in facilitating language learning. Thus, listening emerges as an important element in the process of second language acquisition. Bloomfield (1942) in Nunan (2001:7) declares that "one learns to understand and speak a language primarily by hearing and imitating native speakers". It means that before students have learned to read well, by listening, the students can have the most direct connection to meaning in the new language.



Rost (2002:279) in Hegelson and Brown (2007:3) states that “listening is a mental process of constructing meaning from spoken input.” Similarly, Vandergrift (1999:168) in McDonough and Shaw (2003:117) also defines listening as follows:

Listening comprehension is anything but a passive activity. It is a complex, active process in which the listeners must discriminate between sounds, understand vocabulary and structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. Coordinating all this involves....

Richard and Schmidt (2002: 313) states that the study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener’s expectations, the situation and context, background knowledge and topics.

## **b. Processes of listening**

There are three different kinds of processing which are commonly engaged in the listening process. Those processing can be explained as follows:

### **1) Bottom-up Processing**

The bottom-up processing emphasizes on the decoding of the smallest units – phonemes and syllables – to lead the listeners towards meaning (Wilson, 2008:15). In line with that, Harmer (2001:201) states that in the bottom up processing, the listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.

It is clear that in this processing, the listeners recognize the words and perceive the speech uttered by the speaker. The listeners analyze the small parts of the language such as phonemes, words, phrases, clauses, and sentences in order to generate the whole understanding of the texts.

## 2) Top-down Processing

The top-down processing is the opposite of the bottom-up processing. The top-down processing emphasizes on the use of background knowledge of the listeners to predict content (Wilson, 2008: 15). In line with it, Richards (2008:4) states that in top-down processing, the listeners understand the meaning of a message by utilizing their background knowledge. It involves the listeners to understand from the whole to the parts.

## 3) Interactive Model

The interactive model is the combination of the bottom-up and top-down processing (Wilson, 2008: 15)

### **c. Types of Classroom Listening Performance**

Brown (2001:255) divides types of classroom listening performance into six types:

#### 1) Reactive

The learners simply listen to the surface structure of an utterance for the single purpose of repeating the text. The role of the listener is very limited because the listener is not generating meaning.

## 2) Intensive

The focus is on components (phonemes, words, intonation, discourse markers, etc.) of discourse. They include bottom-up techniques which are the focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Example of the performances:

- Students listen for the individual drills.
- Teachers repeat a word or sentence until the students get the meaning.
- The students are asked to listen to a sentence and to notice a specified element, such as intonation, stress, or a grammatical structure.

## 3) Responsive

Responsive listening refers to a significant proportion of classroom listening activity consisting of short stretches of language in order to make an equally short response, e.g. asking questions, giving commands, checking comprehension, and seeking clarification.

## 4) Selective

The purpose is not to look for global or general meanings but to be able to find the important information in a field of potentially distracting information. Examples of such discourse include speeches, media broadcasts, stories and anecdotes, and conversations. The teacher can ask the students to listen for people's names, dates, certain facts or events, location, situation, and main ideas.

#### 5) Extensive

This performance aims to develop a top-down, global understanding of spoken language. Top-down techniques are more concerned with the activation of schemata, meaning derivation, global understanding, and the interpretation of a text, for example, note-taking.

#### 6) Interactive

This performance can include all five of the types above as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work.

### **d. Micro- and Macroskills of Listening**

Richards (1983) in Brown (2004:121) points out a list of microskills and macroskills of listening, as follow:

#### Microskills

- 1) Discriminate among the distinctive sounds of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
- 4) Recognize reduced forms of words.
- 5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns, and their significance.
- 6) Process speech at different rates of delivery.
- 7) Process speech containing pauses, errors, corrections, and other performance variables.
- 8) Recognize grammatical word classed (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 9) Detect sentence constituents and distinguish between major and minor constituents.

- 10) Recognize that a particular meaning may be expressed in different grammatical forms.
- 11) Recognize cohesive devices in spoken discourse.

#### Macroskills

- 12) Recognize the communicative functions of utterances, according to situations, participants, goals.
- 13) Infer situations, participants, goals using real-world knowledge.
- 14) From events, ideas, and so on described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 15) Distinguish between literal and implied meanings.
- 16) Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
- 17) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension lack thereof.

The list has proven useful in the domain of specifying objectives for learning and maybe even more useful in forcing test maker to carefully identify specific assessment objectives.

#### **e. Teaching Procedures and Listening Activities**

Wilson (2008:60-110) divides listening activities into three parts: pre-listening, while-listening and post-listening.

##### 1) The pre-listening stage

The pre-listening stage is the first stage of the listening activity. It aims to help students to prepare and get them interested for what they are going to hear. This stage helps the students to activate schemata, and narrow down what they expect to hear. Therefore, they can predict the content of the listening passage.

In order to prepare students for the listening passage, Wilson (2008:64) proposes six practical ways to be used in this stage. Those are brainstorming, visuals, realia, texts and words, situation, opinions, and ideas or facts.

## 2) The while-listening stage

Wilson (2008:96) argues that in the while-listening stage, “the students are now on tasks, engaged in real-time processing of the input.” Furthermore, he also explains that the idea behind this stage is to make the students use the information that they hear. “The content should demand a response. It should make them think and react”. Some while-listening activities proposed by Wilson are:

### a) Listening for gist

Listening for gist takes place on the students’ first encounter with a passage. They usually listen for gist or main idea before any other activities. “A simple gist exercise is to ask for basic information under the heading of What? Who? Why?” (Wilson, 2008:82)

### b) Listening for detail

Students usually are asked to listen to gist in the first time of listening and then listen for the detail or listen to specific information in the second time of listening. In listening for detail, students need to focus only on the relevant information. Some listening for detail activities proposed by Wilson (2008:83) are: playing Bingo and Whispering game, spotting the different pictures, and listening for times, dates, and numbers.



c) Inferring

Wilson (2008:84) states that “inferring is a thinking skill in which we make deductions by going beyond what is actually stated. It is all about making analogies to situations that we recognise.” The teacher can pause the recording frequently and then ask the students what they think will come next and why.

d) Participating actively activities

Wilson (2008:86) explains that “active participation might include transferring what is heard from one medium to another using skills such as drawing, or tracking a route on a map.” This activity is intended to make the students listen and then respond either verbally or by categorising aspects of what they hear. Some participating actively activities proposed by Wilson are listen and describe, truth or lie, and information transfer.

e) Note Taking

Wilson (2008:88) proposes that “in terms of improving the listening skill, note-taking promotes a higher level of attention. It forces students to pick up the important points in a talk or lecture.” In addition, he also proposes some ideas of note-taking activities such as the guided note-taking, phone messages, hidden picture, and chart summary.

f) Dictation

The basic idea of dictation is that students listen to a passage and write down what they have heard. They usually listen to the passage twice.

The first time, they just listen and try to understand. The second time, the passage is broken into short segments with a pause between each. During the pauses the students write down what they have heard (Buck, 2001:74).

In addition, Wilson (2008:90) proposes that dictation is probably the best known activity for intensive listening, but it falls out of fashion after the arrival of communication approach because dictation is simply not communicative. However, many teachers keep using it because they realise that dictation has great benefits as an activity.

g) Listen and do

The listen and do activities are based on the theory of TPR (Total Physical Response). It is useful for mixed-ability classes in that many activities do not require an oral response, for example *Simon Says* game.

3) The Post-Listening Stage

The purposes of the activities in this stage are to check whether the students have understood what they need to understand, and whether they have successfully completed the while-listening tasks, to reflect on why some students have failed to understand or missed parts of the message, and to expand on the topic or language of the listening texts and then transfer what they have learned to another task or context (Lijun Lou Fang, 2005:17)

Furthermore, Wilson (2008:96) proposes some activities that can be used in the post-listening stage. Those activities are reflecting, checking and summarising, discussing, responding creatively and critically, exchanging

information, solving problems, deconstructing the listening text, and reconstructing the listening text.

## **2. Teaching Media**

According to Spratt, Pulverness and Williams (2005: 119) teaching aids are the resources and equipment that are available in the classroom and can be used in the teaching and learning process. They include cassette recorders, CD players, computers, LCD projectors, visual aids, realia and the teacher himself/herself.

Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. However, the teachers should select and think carefully about the appropriate media based on the students' characteristics and the materials.

### **a. Definitions of Videos**

Meyer (2002) in Muniandy and Veloo (2011:173) defines video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Moreover, McKinnon (2011) in Muniandy and Veloo (2011:175) acknowledges that video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practices and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts. Moreover,

the videos can facilitate students' engagement in and improve the teaching and learning process.

Richard and Renandya (2002: 364) state that "a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language." It means that videos are media that consist of visual and audio effects. The students can hear and see at the same time. The videos provide the realistic listening practices and stimulate the language use. In addition the videos can attract students' interest to learn a new language. However, the teachers should choose the appropriate sequences. It is better to play a short segment between 3 to 5 minutes rather than to play a long sequence. After choosing the videos, the teachers should design or select viewing tasks, and follow up with suitable postviewing activities.

Related to this, Intajuck (2013: 1) says that videos in the language learning mean the use of popular films on video to provide content and the use of broadcast materials such as television advertisements. The videos are designed for classroom instruction and to teach specific features of the authentic language.

Herron, Hanley and Cole (1995) in Canning-Wilson (2000) based on their research, they claimed that English speaking students taught by using videos in teaching French significantly improved their comprehension scores. Canning and Wilson (2000: 2) suggest that based on their large-survey scale, students like learning language through the use of videos. One of the results of their survey shows that students prefer entertainment films to documentaries in the classroom.

Therefore, to improve the students' listening skills, teachers should choose interesting videos that appropriate for the students and the materials.

### **b. Types of Videos**

According to Harmer (2001:284), there are three basic types of videos which can readily be used in class:

#### **1) Off-air programmes**

For example: programmes recorded from a television channel.

This video can be used for a range of activities including prediction, cross-culture awareness, and teaching language. However, some off-air video is extremely difficult for the students to understand.

#### **2) Real-world videos**

For example: films, comedy, and wildlife documentaries.

The teachers need to make their choice based on how engaging and comprehensible the extract is likely to be.

#### **3) Language learning videos**

For example: videos to company course books.

The advantage of the videos is that they have been designed with students at a particular level in mind. However, the situations and the language are inauthentic.

### **c. Advantages of Using Videos in the Teaching Listening**

Harmer (2001:282) mentions some advantages of using videos in the teaching listening:

#### **1) Seeing language-in-use**

Students do not just hear language but they see it too. Thus the students can observe how intonation can match facial expression.

#### **2) Cross-culture awareness**

The videos allow the students to look at situations far beyond their classrooms; for example, what kinds of food people eat in other countries and what they wear.

#### **3) The power of creation**

The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves 'doing new things in English'.

#### **4) Motivation**

Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Moreover, Kitajima and Lyman-Hager (1998) suggest that students are able to apprehend cultural information while watching a video. Herron, et al. (2000) argue that the video appears to be an excellent use of technology to convey contemporary cultural information using the target language. It provides immediate access to images and to native speakers of the target language for the

students for whom that access can be otherwise limited. In addition, Alalou and Chamberlain (1999) argue that in relation to its value as a source of linguistic and cultural information, the videos are underutilized.

### **3. Teaching Listening in Junior High Schools**

Schools in Indonesia apply the School-Based Curriculum (KTSP) as a reference to teach English. The teaching of listening in junior high school should be based on the basic competence and standard of competence.

#### **a. Standard of Competence**

According to the standard of competence of listening stated in School Based Curriculum, after learning the listening subject, the seventh grade students of junior high school in the second semester are expected to be able to:

- 1) comprehend the meaning of very short simple transactional and interpersonal conversation to interact in the closest environment.
- 2) comprehend the meaning of very short simple spoken and short monolog texts in the forms of descriptive and procedure texts to interact in the closest environment.

#### **b. Basic Competence**

The objectives of teaching listening to seventh grade students of junior high school can be reflected on the basic competence that have been prepared by the government. By learning the listening subject in the school, the students are expected to be able to:

- 1) respond to the meanings contained in very short simple transactional (to *get things done*) and interpersonal conversations accurately, fluently and appropriately to interact in the closest environment which involve: asking for and giving services and goods, and asking for and giving facts.
- 2) respond to the meanings in very short simple transactional (to *get things done*) and interpersonal conversations accurately, fluently and appropriately to interact in the closest environment which involve: asking for and giving opinions, expressing like and dislike, asking for clarification, and expressing interpersonally.
- 3) respond to the meanings contained in very short simple functional spoken texts accurately, fluently and appropriately to interact in the closest environment.
- 4) respond to the meanings contained in very short simple monolog texts accurately, fluently and appropriately in the forms of descriptive and procedural texts to interact in the closest environment.

#### **4. Action Research**

There are many definitions regarding to action research. Carr and Kemmis (1986) in Burns (2010:5) argue that action research is a form of self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practices and the situations in which practices are carried out.



Action research is not only a problem solving. It involves identifying the reasons for the action related to the researcher's values, gathering and interpreting data to show that the reasons and values are justified and fulfilled. People doing action research usually want to investigate what is happening in their particular situation and try to improve it. They not only observe and describe what is happening but also take action.

Here, action researchers make their own decisions about what is important and what they should do. They may make decisions about the research procedures, but they do not make own decisions about the aims of the research.

This study is also collaborative in nature. It means that the researcher will collaborate with the English teacher and a friend to conduct the study. Collaboration in action research is very essential. All members involved should have a thorough discussion where they can share their opinions not only when the action are conducted but also in the planning and evaluation. If the research is conducted collaboratively, the validity and reliability of the process and findings are also strengthened.

Finally, Burns (1999:30) claims some characteristics of the action research as follows.

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.

3. It is participatory as it provides for collaborative investigation by terms of colleagues, practitioners and researchers.
4. Changes are in the practice based on the collection of information or data which provides the impetus for changes.

## **B. Conceptual Framework**

Listening is a process that involves the understanding of a speaker's pronunciation or accent, speaker's grammar and vocabulary and comprehending the content of an oral discourse. Most of the students find difficulties in listening. Sometimes they get bored or uninterested in the lesson. In the teaching of listening, the teachers are expected to be active and creative. They have to create interesting listening activities and give the students sufficient time to practice their listening skills.

In teaching listening, media can be used to help provide the context of situation. Videos as media are the teaching aids which consist of sounds for the students to listen to and visuals for them to see. Videos allow listeners to see the facial expressions and body language at the same time as they hear the stress, intonation, and rhythm on the language.

With regard to the improving listening skills, Class VII B students of SMP N 1 Mlati must be able to respond physically or orally. It was believed that the teacher could help the learners to improve their listening skills by using videos. To achieve the improvement of students' listening skills, the teacher and researcher could collaboratively work to find problems and their causes. Then,

they tried to solve the problems by planning, implementing, observing and reflecting the activities. It was expected that there will be some changes in the teaching and learning process therefore the listening skills of Class VII B students of SMP N 1 Mlati will also improve.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter gives information about how this research was conducted. It includes explanation on the type of the research, setting of time and place, subject of the research, data collecting instruments, data collecting techniques, data analyzing techniques, data validity and reliability, and procedures of the research.

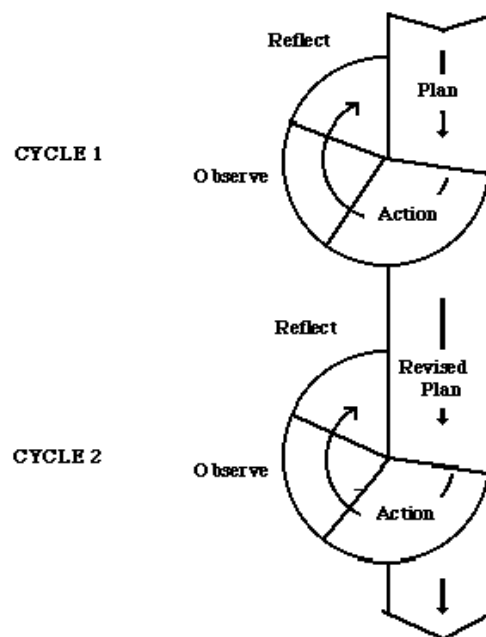
#### **A. Type of the Research**

The type of this research is classroom action research. According to Burns (2010), classroom action research mainly aims to solve the problems of the teaching and learning process. Before carrying out the action, the researcher has identified the problems.

In accordance with the objective of the research, the aim of this study is to improve the listening skills of Class VII B students of SMP N 1 Mlati in the academic year of 2012/2013. This action research focuses on improving the real condition of the English teaching and learning process to reach the improvement of the students' listening skills.

This research design consisted of two cycles. The plans to solve the problems found in the reconnaissance were implemented, then they were observed and reflected (evaluated). The implementation then was defined to find the results based on the indicators made previously. The plans were then revised and implemented again if the first one could not be considered effective to improve

Class VII B students' listening skills. The processes in action research can be shown in the schema below:



**Figure 1: Kemmis and McTaggart's Action Research Cycle in Burns (2010:9)**

Based on Figure 1, the researcher and the English teacher identified some problems, formulated a draft of some action to solve the problems, implemented the action, and reflected on the outcome of the action. These whole steps were done in two cycles.

## **B. Setting of Time and Place**

This research study was done in SMP N 1 Mlati, involving 32 students of Class VII B. They were those who were in the second semester by the academic year of 2012/2013. The junior high school is located in Sanggrahan, Tirtoadi,

Mlati, Sleman which is quite far away from the town. This school has 10 classrooms, one teacher room and some other facilities, such as a mosque, a library, parking areas, and two canteens.

SMP N 1 Mlati has 30 teachers. Meanwhile, the staffs consist of totally 10 people, including six administration staffs, one librarian, one school security, and two cleaning service staffs.

The study was done for about two months from April to May 2013, including the observation, planning, implementation of the use of videos to improve the students' listening skills, and reflections.

### **C. Subjects of the Research**

This research study included 32 students of Class VII B of SMP M 1 Mlati in the academic year of 2012/2013. They were students in the second semester of their study. As described previously, their listening skills could be assumed as low.

Furthermore, this study also involved the English teacher of SMP N 1 Mlati to give opinion about the implementation of videos to improve the students' listening skills in the teaching and learning process. A collaborator was also involved in this research study to do an observation during the process. The collaborator also gave opinion about the implementation of the videos.

#### **D. Data Collecting Instruments**

In this research, the researcher used some instruments, like observation sheets, interview guidelines, listening tasks and listening tests to collect the data.

##### **1. Observation Sheets**

The observation sheets were used to check whether the videos were well applied or not during the teaching and learning process. Therefore, it gave the research information related to the implementation of videos in teaching listening. The research and the collaborators filled the observation sheets by putting a tick on the column of the statements related to the process of teaching and learning process.

##### **2. Interview Guidelines**

The interview guidelines helped the researcher to interview the English teacher, the students and the collaborator. The interview guidelines used before and after the implementation to see their opinions related to the action.

##### **3. Questionnaires**

The questionnaires used to support the interview data. In the pre-action, the researcher distributed the close-ended questionnaire to the students to gained data related to the teaching and learning process usually used by the English teacher. After implementing the action, the researcher gave close-ended and open-ended questionnaires to the students to obtain their opinions.

##### **4. Listening Tasks and Listening Tests**

The listening tasks helped the researcher to get information about the students' listening skills after the implementation of the videos in the teaching and

learning process. The tasks were used to show the students' improvement after implementing the action.

The tests were pre-test and post-test which were done at the beginning and the end of the research. The results of pre-test were calculated and compared with those in the post-test results. The pre-test and the post-test showed whether the students made the improvement of their listening skills or not during the whole action of the research.

In addition, the researcher used photographic data to gather the information about the students' involvement during the teaching and learning process, the strength and the weaknesses of the teaching techniques used, and the materials and media presented.

#### **E. Data Collecting Techniques**

In this research, the data were collected by using some techniques, as follows.

##### **1. Observation**

In this research, the researcher, the English teacher and the collaborator observed the teaching and learning process in Class VII B of SMP N 1 Mlati and the students' progress during the implementation of the action. The observation sheets were used to help the observers focus on the data needed in this research, such as the researcher instructions, the students' behavior, and the classroom situation. Furthermore, field notes were used to gather information about the



teaching learning process in general as one of the unstructured observation techniques.

## 2. Interview

The researcher interviewed the English teacher and the collaborator related to the action that would be done and had been done. The researcher also interviewed some students of Class VII B as the research subjects related to the students' feeling during the teaching and learning process, their reflections on learning, their observations during the classes, their success and difficulties in learning, and their perceptions on the instructional material. The interviews were done before the pre-test and after the post-test. In addition, to meet the important point which might be useful for the next meeting, the interviews were done at the end of the meetings. The interviews were guided interviews and open-ended interviews.

## 3. Evaluation of the Students' Listening Tasks and Tests

The researcher gave some tasks in every meeting, for example, while listen to a recording, the student were asked to answer some questions with short answers, to arrange jumbled sentences, to complete sentences, or to find wrong words and correct them. She also gave the students two types of the listening tests. The first was pre-test and post-test. The pre-test was conducted at the beginning of the research to collect data related to the students' listening skills before implementing the action. Then, the researcher gave another test at the end of the cycles as the post-test. In addition, the researcher gave two tests in each cycle to collect data related to the improvement of the students' listening skills. After that,

the researcher compared the mean scores of the tasks and tests to see whether the students made improvement.

## **F. Data Analysis**

The data obtained from the questionnaires, observations and interviews were analyzed after each cycle was done. To analyze the data, the researcher used the descriptive analysis. In this case, the researcher interpreted the data and changed it into a long description based on the results of the instruments. This kind of interpretation then defined the results of the use of action, whether it was effective or not to improve SMP N 1 Mlati students' listening skills.

The qualitative data were analyzed by using stages suggested by Burns (2010: 104-105) as follows.

### **1. Assembling the Data**

In this stage the researcher collected the data such as field notes, interview transcripts, the questionnaires, and tests. After that, the data were scanned in a general way to show up broad patterns so that they could be compared and contrasted. Thus, she could see what really occurred in the field.

### **2. Coding the Data**

After scanning the data, the researcher coded the data into more specific categories. The data were categorized into two sources, i.e. qualitative and quantitative data. The qualitative data were from the observations, field notes, interviews and the open-ended questionnaire. Meanwhile, the quantitative data were from the close-ended questionnaire and students' listening tasks and tests.

### 3. Comparing the Data

Once the data had been coded, the researcher needed to see whether the patterns were repeated or developed across different data collecting techniques. In this research, the researcher compared the data of the interview transcript to the data of the questionnaires. It was done to make sure whether the students gave the same response or not.

### 4. Building Interpretations

The fourth stage was the point where the researcher and the collaborators thought deeply about the meaning of the data and then interpreted it. They might come back to the data several times to pose questions, think of the connection and develop the explanations of the research's meanings.

### 5. Reporting the Outcomes

The last stage of data analysis process was presenting the research and the research findings for others. Regarding the quantitative data, the researcher analyzed the students' listening in two ways. The first was by the use of the mean scores of the students' pre-test and post-test and the students' tasks after they got the action. The mean scores were obtained by dividing up the students' total scores with the number of the students. The second, the researcher compared the standard deviations. The standard deviations gave more trusted information about the heterogeneity or homogeneity of a group. The higher the empirical standard deviations, the more heterogeneous the group will be, while the lower the empirical standard deviations, the more homogeneous the group will be.

## **G. Data Validity and Reliability**

There were two types of data in this research namely qualitative and quantitative data. According to Anderson et al. in Burns (1999: 161-165), to make the qualitative data valid, there are five kinds of validity: democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. There are also some kinds of trustworthiness of the qualitative data such as time triangulation, investigator triangulation, space triangulation and theoretical triangulation (Burns, 1999: 163-164). However, because of the limited time and space, the researcher only used four types of validity and two types of triangulation

### **1. Democratic validity**

It is related to the extent to which researcher is truly collaborative. This study tried to fulfill the criterion by doing such interviews with the students and having discussion with the collaborators in finding and selecting problems to be solved, and in planning, implementing, and observing the action.

### **2. Outcome validity**

It is related to the notion of action leading to outcomes that are “successful” within the research context. This research was expected to be able to solve more than one problems in the teaching and learning process, for example, ones which were related to the listening skills, motivation, and involvement. The outcome validity could be seen in the reflection stage. If there were some improvements in the students’ listening skills and motivation, it could be said that the research was successful.

### 3. Process validity

It is related to the extent which raises questions about the process of conducting the research. In fulfilling the process validity, the researcher did the classroom observation, made field notes, interviewed the students and the collaborators, and distributed the questionnaires.

### 4. Dialogic validity

It is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with “critical friend” or other participants. In this research, the researcher had dialogues with the collaborator and the teacher to review the action so that she could plan better lessons for the next meetings. She also had a dialogue after the whole action

were implemented and the findings were interpreted to validate her findings and to evaluate what she had done.

The reliability of the data was gained by giving genuine data, such as the field notes, interview transcripts, the results of the tests, and other records. To obtain the trustworthiness, the researcher used the triangulation techniques as follows.

#### 1. Time triangulation

The data were collected at different points in time or over period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher collected the data about the improvement of listening skills through having tests and observations in two cycles. Furthermore, the portraits of the

classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.

## 2. Investigator triangulation

More than one observer was involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation. In this research, the researcher (R), the collaborator (C) and the English teacher (ET) were in charge of observing the teaching and learning process so that the observers contributed much in making the current field notes and filling the observation checklists.

Dealing with the quantitative data, the researcher used construct validity. In this research, the researcher used listening tests to assess the students' listening skills.

## **H. Procedures of the Research**

There were five steps in conducting this research, namely thematic concern-reconnaissance, plan of action, action and observation of the action, and reflection. Each step is elaborated as follows:

### 1. Thematic Concern – Reconnaissance

In the beginning of this research study, the researcher did the reconnaissance steps by doing an observation about the listening teaching and learning process in SMP N 1 Mlati. This step aimed at identifying crucial factors and problems. After the observation was done, she gave students questionnaires related to some difficulties they faced in the learning process. Later on, the

researcher formulated the problems occurred in the listening teaching and learning process based on the data of the observation and questionnaires. She also considered the urgency and importance of the problems.

## 2. Plan of Action

Based on the problem selected from the reconnaissance, the researcher made some plans of action to solve the problems about the lack of their listening skills. In planning the action, the researcher worked with the English teacher. The action plan was using videos as the teaching media. This step was aimed at finding out strategic plan to solve problems.

In this research study, there were two cycles to be done to solve the problems mentioned previously. Each cycle consisted of three meetings. The data needed were the notes of the opinions and expectation of the observation from the research members.

## 3. Action and Observation of the Action

In this step, the researcher carried out the action in the class that had been planned before. As mentioned earlier, the action of this research study were done in two cycles. Each cycle was done in three meetings. During the cycles, the data were obtained in the form of field notes, questionnaires, documentation, and interviews.

## 4. Reflection

In this process, the researcher made some notes and reviews on the changes during the implementation with the collaborators. This reflection was carried out to decide whether there would be another cycle or not. If the action

was successful, the researcher would continue to implement it. However, if the action was not successful, the action would be modified or the researcher tried to find other suitable action so that the condition would be better.



## **CHAPTER IV**

### **THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATIONS**

This chapter presents the process of the research, its findings, and the interpretations. There are three sections in this chapter. The first section presents the reconnaissance steps. The second one reports the implementation of the action and discussions. The third section presents the discussions of the general findings of the research.

#### **A. Reconnaissance**

In this step, some activities to find the field problems were conducted. First, some observations concerning the English teaching and learning process of Class VII B SMP N 1 Mlati were done. Second, the English teacher and students were interviewed to get some inputs about the weaknesses and suggestions related to the English teaching and learning process. Third, the distribution of questionnaires was carried out to strengthen the findings of general problems.

#### **1. Identification of the Field Problems**

The findings of the problems were based on the observation, results of the interviews, and the questionnaires. The observations of the classroom were done for three months during her KKN-PPL on July 2<sup>nd</sup>, 2012 until September 2<sup>nd</sup>, 2012. In addition, she did the last observation on April 6<sup>th</sup>, 2013. The situation of the English teaching and learning process in Class VIIB SMP N 1 Mlati is shown in this following vignette.

### VIGNETTE

NO : FN03  
 Day / date : Saturday, 6<sup>th</sup> April 2013  
 Time : 11.00 – 12.40  
 Place : Class VII B of SMP N 1 Mlati

The bell rang, the researcher, the teacher, and the collaborator entered Class VII B. The classroom consisted of 32 students. They sat on their chairs and greeted the teacher and then the teacher answered and asked them “How are you today?” After that, she let the researcher and the collaborator take a seat and explained to the students the purpose of the observation.

The teacher started the lesson by letting the students know what they would learn that day. They would learn about descriptive and procedural texts. Firstly, the teacher told to the students that she will read a descriptive text three times. After that, she read the text and the students wrote a note. Then, she explained some difficult words from the text and translated them in Bahasa Indonesia. She read the text until three times. After that, she read ten questions related to the text and asked the students to write the answers. She repeated the questions three times. However, the students still did not get the meaning and felt confused to answer the questions so they made a chat with the others and asked their answers.

After answering the ten questions, the students were asked to exchange their answer sheets with others. While correcting the task, the teacher asked some students to read and answer. However, they kept silent because they were not confident in answering the questions in front of the class. Then, the teacher gave motivation to them to be more active in the class. After that, some of them raised their hands and read their answers. The class was noisy because they had different answers. The students and the teacher discussed the correct answers and the vocabulary. After correcting the task, they counted their score. Finally, they got mean score of six.

Next, they played *Whispering* game. The class was divided into four groups. The first member whispered a sentence to the next member. The winner was the group that could whisper the sentence correctly until the last member. They enjoyed the game even though the class was noisy.

At 11.05 a.m., the teacher gave another task related to the listening skills. She read a procedural text two times. While listening to her, the students write a note. After that, she gave some questions related to the text. Some students still got confused and did not get meaning of the text. Because the time was up, she decided to end the class and they would discuss the task in the next meeting. The last, she ended the class by praying.

After conducting the observation, the researcher interviewed some students. She asked some questions related to the English teaching and learning process and the students' opinion about the technique and the materials used in the classroom. The results of the interviews can be seen from the interview transcript below:

- 
- |            |   |
|------------|---|
| Researcher | : “ <i>Bagaimana biasanya cara guru mengajarkan materi mendengarkan?</i> ”<br>( <b>How does the teacher teach Listening?</b> )  |
| Student    | : “ <i>Biasanya guru membacakan cerita, terus kita disuruh menjawab soal-soal.</i> ”<br>( <b>The teacher usually reads a text. After that, she gives us some questions.</b> )                                       |
| Researcher | : “ <i>Apakah guru pernah menggunakan media misalnya tape atau video dalam pembelajaran?</i> ”<br>( <b>Has the teacher ever used teaching media in the teaching and learning process such as tapes or videos?</b> ) |
| Student    | : “ <i>Jarang.</i> ”<br>( <b>Seldom.</b> )  |
| Researcher | : “ <i>Menurut pendapat Adik, pembelajaran bahasa Inggris itu seharusnya bagaimana?</i> ”<br>( <b>In your opinion, how should the English teaching and learning process be?</b> )                                   |
| Student    | : “ <i>Ngajarnya tambah menarik aja biar tidak bosan.</i> ”<br>( <b>It should be more interesting so the students are not bored.</b> )  |

(Interview Transcript 3)

---

There were also some interviews with the English teacher. The interviews were done to find out the existing problems related to the techniques and materials used in teaching listening. The result of the interview can be seen from the interview transcript below:

- 
- Researcher : *“Biasanya cara mengajarkan listening skill di kelas bagaimana, Bu?”*  
**(How do you teach Listening?)**
- Teacher : *“Biasanya saya ambil dari bacaan, terus saya bacakan ceritanya kemudian siswa menjawab beberapa pertanyaan.”*  
**(Usually I choose a text from the book. I read it and then I ask the students to answer some questions.)**
- Researcher : *“Kalau materinya berasal dari mana saja ya?”*  
**(Where do you get the materials?)**
- Teacher : *“Materinya dari buku paket dan LKS.”*  
**(The materials are from the book and the LKS.)**
- Researcher : *“Kalau untuk media misalnya speker atau LCD, pernah digunakan belum ya?”*  
**(Have you ever used media such as speakers or the LCD projector?)**
- Teacher : *“Jarang. Masalahnya untuk mencari teks lisan yang pas untuk anak susah.”*  
**(I rarely use the media because it is difficult to find the suitable listening materials for the students.)**
- Researcher : *“Kalau dari buku paket juga tidak tersedia kaset recording nya ya, Bu?”*  
**(Does the book provide listening materials?)**
- Teacher : *“Tidak ada. Adanya hanya transkrip teksnya.”*  
**(There is no recording from the book, just the transcript texts.)**
- (Interview Transcript 5)
- 

The researcher also distributed questionnaires to the students related to the teaching and learning process to find the information to support the identification of the problems.

Based on the observations, questionnaires, interviews and discussions, there were several problems found during the teaching and learning process. The field problems which occurred during the teaching and learning process can be seen in Table 2.

**Table 1: The Problems which Affected the Lack of the Listening Skills of Class VII B Students of SMP N 1 Mlati in the Teaching and Learning Process**

No	Field Problems	Code	Source
1	The students' listening score was low.	S	O
2	The students were bored and passive during the teaching and learning process.	S	O
3	The students had low motivation in learning listening.	S	O, I, Q
4	The students lacked vocabulary mastery.	S	O
5	The students did not listen and respond to the teacher's questions and instructions well.	S	O
6	The students were not confident to answer questions.	S	O
7	The students did not get involved actively in the class activities.	S	O
8	The teacher seldom gave varied listening activities during the teaching and learning process.	T	O, I, Q
9	The teacher rarely used videos in the teaching and learning process.	T	O, I, Q
10	The LKS and the textbook were the only media to teach listening.	Md	O, I
11	The teaching aids and media were not maximally used.	Md	O, I, Q
12	The textbook did not provide the recording of the listening materials.	Mt	I
13	The teacher lacked interesting listening materials.	Mt	I

**Descriptions:**

S: Students

Md: Media

T: Teacher

Mt: Materials

I: Interview

O: Observation

Q: Questionnaire

The field problems were categorized into four types, i.e. students (code S), teacher (code T), media (code Md), and materials (code Mt). The first was the students (code S); it dealt with the students' feeling, opinions, and activities they did in the teaching and learning process. The second was the teacher (code T); it dealt with how the teacher conducted the teaching and learning process. The third was the media (code Md); it was related to the media used by the teacher in the

teaching and learning process. And the last was materials (code Mt); it dealt with the materials and the activities used in the teaching and learning process.

To support the results of the classroom observations and interviews, the researcher conducted a pre-test. It was to obtain the listening scores of the students. Based on the pre-test results, the mean score was 5.43. It would be compared to the mean score of the post-test to find out if there was any improvement after employing action or not.

## **2. Identification of the Field Problems to Solve**

After identifying the field problems, the researcher, the English teacher, and the collaborator shortlisted the problems based on the urgency level. There are some problems which are urgent to be solved soon.

**Table 2: The Urgent Problems which Affected the Lack of the Listening Skills of Class VII B Students of SMP N 1 Mlati in the Teaching and Learning Process**

<b>No</b>	<b>Field Problems</b>	<b>Code</b>
1	The students' listening score was low.	S
2	The students were bored and passive during the teaching and learning process.	S
3	The students had low motivation in learning listening.	S
4	The students lacked vocabulary mastery.	S
5	The students did not listen and respond to the teacher's questions and instructions well.	S
6	The students were not confident to answer questions.	S
7	The students did not get involved actively in the class activities.	S
8	The teacher seldom gave varied listening activities during the teaching and learning process.	T
9	The LKS and the textbook were the only media to teach listening.	Md
10	The teacher lacked interesting listening materials.	Mt

**Descriptions:**

S: Students

Md: Media

T: Teacher

Mt: Material

As stated in the beginning of Chapter I, the research only focused on improving the students' listening skills by using videos. Therefore, the researcher and the collaborators decided to overcome the field problems based on the urgency level and feasibility to solve. The field problems to solve are presented in

**Table 3: The Feasible Problems to Solve which Affected the Listening Skills of Class B Students of SMP N 1 Mlati in the Teaching and Learning Process**

No	Field Problems to Solve	Code
1	The students' listening score was low.	S
2	The students were bored and passive during the teaching and learning process.	S
3	The students had low motivation in learning listening.	S
4	The students lacked vocabulary mastery.	S
5	The students were not confident to answer questions.	S
6	The teacher lacked interesting listening materials.	Mt

### **3. Determining Action to Solve the Feasible Problems**

After determining the field problems to solve, the discussion to analyze the field problems and main causes was carried out. This step was important to recognize the obstacles and weaknesses in relation to the field problems found.

**Table 4: The Possible Causes of the Field Problems in the English Teaching and Learning Process at Seventh Grade Students Listening Skills of SMP N 1 Mlati.**

No	Field Problems to Solve	Possible Causes
1	The students' listening score was low.	<ul style="list-style-type: none"> <li>- The materials were not interesting.</li> <li>- The students were not interested to the lesson.</li> </ul>
2	The students were bored and passive during the teaching and learning process.	<ul style="list-style-type: none"> <li>- The materials were not interesting.</li> <li>- The students were not interested to the lesson.</li> <li>- The students were passive in the class.</li> </ul>
3	The students had low motivation in learning listening.	<ul style="list-style-type: none"> <li>- The materials and the activities were monotonous.</li> </ul>
4	The students lacked vocabulary mastery.	<ul style="list-style-type: none"> <li>- The teacher did not give vocabulary activities in the pre-listening stage.</li> </ul>
5	The students were not confident to answer questions.	<ul style="list-style-type: none"> <li>- The students' skills were low.</li> </ul>
6	The teacher lacked interesting listening materials.	<ul style="list-style-type: none"> <li>- The books used were not completed with the recordings.</li> <li>- It was difficult to find interesting listening materials.</li> </ul>

After identifying the possible causes of the field problems, the researcher, the English teacher, and the collaborator began to design some action which could be used to solve the problems. After having a discussion, they decided to use videos to improve the listening skills.

Videos are kinds of multimedia material consisting of verbal and non-verbal presentations that can portray settings, action, emotions, and gestures. Videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts. Moreover, the videos can facilitate students'



engagement in and improve the teaching and learning process. The appropriate duration of the videos is about 3 to 5 minutes.

Videos can solve the field problems because of some reasons. First, students do not just hear language but they see it too. Thus the students can observe how intonation can match facial expression. Second, the videos allow students to look at situations far beyond their classrooms. And the last, videos can increase the level of the students' interest.

In conducting the action, the researcher applied three phases of listening processes. They were pre-listening, while listening and post-listening. In the pre-listening stage, the researcher would give some pictures related to the topic to build the background knowledge of the students and to introduce the vocabulary used. In addition, she would give some activities; for example, students were asked to match pictures with the correct names and to answer some questions related to the topic.

The second was while-listening. In this stage, the researcher played some videos. The videos were in the form of songs or short stories that were suitable to the syllabus. Firstly, the students were asked to listen to the video. After that, they were asked to do some activities, such as, answering short questions, completing missing words, and matching.

The last was post-listening. The purposes of the activities in this stage were to check whether the students had understood what they needed to understand and had successfully completed the while-listening tasks. In this stage,

the researcher gave some follow up activities, such as, checking and summarising the text, and playing some games.

**Table 5: The Feasible Problems to Solve and the Solutions**

No	Feasible Problems to Solve	Solutions
1	The students' listening score was low.	Applying three stages of listening process. <ul style="list-style-type: none"> <li>- Using pictures in the pre-listening stage.</li> <li>- Using videos in the form of songs and short stories in the while-listening stage.</li> <li>- Using games in the post-listening stage.</li> </ul>
2	The students were bored and passive during the teaching and learning process.	Applying three stages of listening process. <ul style="list-style-type: none"> <li>- Using pictures in the pre-listening stage.</li> <li>- Using videos in the form of songs and short stories in the while-listening stage.</li> <li>- Using games in the post-listening stage.</li> <li>- Motivating students to answer questions.</li> </ul>
3	The students had low motivation in learning listening.	Applying three stages of listening process. <ul style="list-style-type: none"> <li>- Using pictures in the pre-listening stage.</li> <li>- Using videos in the form of songs and short stories in the while-listening stage.</li> <li>- Using games in the post-listening stage.</li> </ul>
4	The students lacked vocabulary mastery.	<ul style="list-style-type: none"> <li>- Using pictures in the pre-listening stage.</li> <li>- Using classroom English during the teaching and learning process.</li> </ul>
5	The students were not confident to answer questions.	<ul style="list-style-type: none"> <li>- Motivating students to answer questions.</li> <li>- Using games in the post-listening stage.</li> </ul>
6	The teacher lacked interesting listening materials.	Applying three stages of listening process. <ul style="list-style-type: none"> <li>- Using pictures in the pre-listening stage.</li> <li>- Using videos in the form of songs and short stories in the while-listening stage.</li> <li>- Using games in the post-listening stage.</li> </ul>

To implement the action, the researcher and the collaborators did some preparations and plans in order to make the action as successful as possible. They were:

a. Developing the research instruments

The researcher made research instruments, i.e. observation sheets and interview guidelines. The observation sheets were used in the reconnaissance and action and observation steps. The interview guidelines for the teacher, the students and the collaborator were used in the reconnaissance and reflection steps. It aimed to get some inputs related to the problems faced by the research participants and also their suggestions concerning with the implementation of the action and the reflections.

b. Selecting the materials

The researcher and the English teacher decided materials together. The materials used in the teaching and learning process were based on the Standard of Competence and Basic Competence of junior high school students grade seven in the curriculum.

There were two standards of competence of listening in the second semester. However, they chose one of them stating that the students are expected to be able to comprehend the meaning of very short simple spoken and short monolog texts in the form of descriptive texts to interact in the closest environment.

c. Selecting the teaching technique

In creating the lesson plans, the researcher and the English teacher decided to use the three-phase technique, i.e. presentation, practice and production. In the presentation phase, the researcher applied the pre-listening activities. In the

practice phase, the researcher applied the while-listening activities and in the last, the post-listening activities were done in the production phase.

d. Selecting the teaching media

The researcher and the teacher decided to use videos as the main teaching media during the implementation. The selection of the media was based on the consideration that by watching the video, the students did not just hear language but they saw it too. The videos also allowed the students to look at situations far beyond their classrooms. Moreover, by using the interesting videos, the students' motivation would increase. Most of the videos were taken from *Primary i-Dictionary* program by Cambridge University Press and *British Council for Kids*. The videos consisted of songs and short stories. The other supportive media such as pictures and games were used to support the teaching and learning process.

e. Deciding the teaching and learning activities

There were three stages in the teaching and learning process to improve listening skills. They were pre-listening, while-listening and post-listening. In each stage, there were different kinds of activities.

1) Pre-listening

In the pre-listening stage, the researcher used pictures to build the students' background knowledge. Those pictures were also used to introduce vocabulary used in the while-listening stage. Activities such as matching pictures were used in this stage. The researcher also asked the students related to the pictures. In addition, the students were asked to guess what the students were going to hear in the video.

## 2) While-listening

In the while-listening stage, the researcher played some videos in the form of songs and short stories. The researcher played the videos more than once. It depended on the difficulties of the videos. After listening to the videos, the students had to answer some questions related to the videos. After that, the students and the researcher discussed the correct answers together. In addition, she applied some games, such as Guessing game and Whispering game.

## 3) Post-listening

In the last stage, the researcher used a game from the *Primary i-Dictionary* software. After that, the teacher asked some questions to the students related to the previous videos. And then, after the while-listening task, they also made a summary of the video. These activities were done to enrich the students about the topics discussed and to check understanding of the students.

## f. Making a course grid and lesson plans

The researcher made a course grid and lesson plans to design the materials and activities in collaboration with the English teacher and her friend as the collaborator. The course grid and the lesson plans were revised based on the experts' judgment. There were three meetings in Cycle I. The topic of the first meeting was *Adjectives* and the second was *Jobs*. Moreover, there were three meetings in the Cycle II. The topics were *Regular Activities* and *Prepositions*.

## **B. The Implementation of Cycle I**

### **1. Planning**

Considering the problems identified above, the researcher, the English teacher, and the collaborator decided some action that was planned to solve the problems. The action focused on improving the students' listening skills by using videos.

The action implemented was expected to create the following conditions.

1. The students' listening score would increase.
2. The students would be active and not be bored during the teaching and learning process.
3. The students would be motivated in learning listening.
4. The students' vocabulary mastery would increase.
5. The students would be confident to answer questions.
6. The listening materials would be interesting.

Based on the results of the discussion with the collaborators in a democratic atmosphere on April 8<sup>th</sup> 2013, the action plans of the first Cycle are presented below.

#### **a. Applying three stages of the listening process**

##### **1) The first meeting**

###### **a) Pre-listening stage: Using pictures**

In this stage, the researcher would present some pictures that would be used in the while-listening stage. The researcher would ask the students

related to the pictures; for example, “How does it look like?” After that, they would mention the adjectives based on the pictures.

b) While-listening stage: Using a song and a video

In the while-listening stage, the researcher would play a song entitled *Scary Fellow*. The song was taken from the software of *Primary i-Dictionary*. The song consisted of some adjectives. The students would be asked to listen to the song and mention the adjectives. The last, they would sing the song together

Moreover, the researcher would play a short story video entitled *Ringo the Dog*. The video was also taken from the software of *Primary i-Dictionary*. The students would listen to and watch the video. After that, they should answer the questions related to the short story and decide true or false statements based on the video.

c) Post-listening stage: Using game

In the last stage, the researcher would use a game from the software of *Primary i-Dictionary*. The students would be asked to match some pictures with the correct adjectives.

After that, the researcher would have a discussion with the students and make a summary of the story. Moreover, they should mention the adjectives. She would also check whether the students had successfully completed the while-listening tasks.

## 2) The second meeting

a) Pre-listening stage: Using pictures

In the first stage, the researcher would present a picture of Cinderella that would be used in the while-listening stage. She would ask the students related to the picture; for example, “How does she look like?” After that, they would mention the adjectives based on the picture. By using the picture, they were expected to know vocabulary and have background knowledge of a video that would be listened.

b) While-listening stage: Using a video and a game

The researcher would play a short story video entitled *Cinderella*. The video was taken from the software of *Primary i-Dictionary*. The students would listen to and watch the video. After that, they should answer some tasks by putting a tick (✓) in the adjectives list while listening and by answering questions with short answers based on the video.

In the next activity, the students would play a game entitled *Guessing* game. In group of four, the students would receive some pictures. And then, one of the members should describe one of the pictures using adjectives. The other members should listen to the clues given. At last, they should guess who was described.

c) Post-listening stage

The researcher would have a discussion with the students and make a summary of the lesson. She would also check whether they had successfully completed the while-listening tasks.



### 3) The third meeting

#### a) Pre-listening stage: Using pictures

In this stage, firstly the researcher would ask the students to mention jobs that they knew. Then, she would show some pictures of many kinds of jobs and explain the duty of each job. She would pronounce the names of the jobs and ask them to repeat after her. By using the pictures, they were expected to know vocabulary and have background knowledge that would be used in the while-listening stage.

#### b) While-listening stage: Using a song

In the second stage, there would be four types of tasks. In the first task, the researcher would deliver some pictures of jobs and then she would read a statement of a job. The students should guess what job described by the researcher and find the picture. The last, they should write the job with correct spelling.

In the second task, the researcher would play a song taken from [learnenglishkids.britishcouncil.org](http://learnenglishkids.britishcouncil.org) entitled *People Work*. While listening to the song and watching the video, the students should do two types of tasks. The first, they should match names with the correct jobs and the second, they should arrange jumbled lyrics in order based on the song.

The last activity, the students would play *Whispering* game. In the group of eight, the students would play the game. The researcher would give a statement related to a job and then they should transfer the

information to other members. The last member should guess the job and tell the statement to the researcher.

c) Post-listening stage

In the post-listening stage, the researcher and the students would have a discussion and make a summary and reflections of the lesson. In addition, the researcher would check whether the students have successfully completed the while-listening tasks.

**b. Using classroom English during the teaching and learning process**

During the action, the researcher acted as the English teacher in the teaching and learning process. She, the English teacher and the collaborator planned to use the classroom English during the teaching and learning process in order to make the students more familiar with English words. She planned to use English for several functions, for example, in greeting the students at the beginning of the meeting, checking students' attendance, praying, explaining the materials, giving the instruction of the tasks or activities, giving feedback, and also ending the class. Based on some interviews before the action, the students said that they sometimes did not understand the teacher's explanation when she spoke English. Therefore, she would use the Indonesian translation in some difficult aspects, for example, in giving the instructions and explaining the materials so they could understand.

### **c. Motivating students to answer questions**

Based on the some interviews and observations, the students were not active in the teaching and learning process. When the teacher asked them to answer questions, they were unconfident. Moreover, when the teacher asked them to be volunteers, they preferred keeping silent to raising their hand. In addition, they were worry if their answers were incorrect so their friends would mock them. Therefore, the researcher would try to motivate and give same chances to all students to answer questions and participate in the class activities.

## **2. Action and Observations in Cycle I**

In this cycle, there were three meetings. The first meeting was on May 14<sup>th</sup>, 2013, the second meeting was on May 15<sup>th</sup>, 2013, and the last meeting was on May 18<sup>th</sup>, 2013. In this action, the researcher acted as the English teacher. While implemented the action, the English teacher and a friend of the researcher acted as the collaborators, they took notes on the back of the class to observe the teaching and learning process. The data during Cycle I were collected through classroom observations, interviews, and recordings. The complete description is provided below:

### **a. The first meeting**

The English teacher, the researcher, and the collaborator entered VIIB class at 9.55 a.m. In implementing the action, the researcher acted as the English teacher. She opened the lesson by asking the students' condition and checking the students' attendance. No one was absent that day. She explained to the students

what they would learn. They would listen to and watch videos in the form of a song and a short story.

The teacher helped by the collaborator prepared the teaching media. They were, a laptop, a LCD projector, and speakers. The students seemed excited because they would learn by using videos.

In the pre-listening phase, the teacher used pictures to build background knowledge of the students related to the topic that would be discussed in the while-listening phase. Firstly, she asked the students about a picture of Cinderella, “How does she look like?” Then, some students answered, “She is beautiful. She is nice.” After that, she asked them to mention adjectives that they knew. The adjectives would be used in the next activities. When mentioning the adjectives and translating the words to English, some students got confused.

After knowing the vocabulary, they came to the second phase i.e. while-listening stage. The teacher played a song entitled *Scary Fellow*. The students watched the video enthusiastically. Then, she played the song once again and asked them to sing the song together. However, most of them kept silent because they did not know the song and got confused with the lyrics and the meaning of the song. She asked them to listen to the song carefully and to find the adjectives that they heard. They could mention some adjectives, such as big, small, and scary. After that, they sang the song again. However, in order to make the song easier, the teacher showed the lyric of the song so the students could sing and understand the song.

The teacher gave next activities. She used a short story entitled *Ringgo the Dog*. The students listened to and watched the video. Some students made a chat with others because they did not get the meaning of the sentences. Nevertheless, they enjoyed the video and got the main idea discussed based on the video.

Next, the teacher gave some questions related to the short story. However, just some students could answer the questions. Some of them commented that they did not understand the text because the recording was so fast. In addition, they did not know the vocabulary. After that, she gave a handout to each student. The handout consisted of two tasks, i.e. answering questions and deciding true or false statements.

The students were asked to read and understand the questions so when they were listening to the video, they could focus on the questions. The teacher had played the video three times but some students had not finished the task yet. Therefore, she played the recording once more.

Before discussing the correct answers, the students were asked to exchange their work with others. After that, the teacher asked them to be volunteers to read their work but they kept silent because they were not confident in answering the question in front of the class. Moreover, they were not sure with their answers. Then, she gave support and advice to them to be more confident and be active in the class. Finally, a few students wanted to be the volunteers. To give a chance for those passive students, the teacher had to call on them one by one because they were not confident in raising their hand. Some students got good scores. However, the others felt disappointed with their scores.

In the post-listening phase, the teacher used a game in the laptop. She distributed the task to each student. The students were asked to match some pictures with the correct adjectives. They could work in pairs. After finishing their work, they checked the correct answers. The teacher let them play the game. They came to the laptop one by one. They enjoyed the game yet some students were still unconfident to operate the laptop.

When the time was almost up, the researcher asked the students' difficulties and made a summary of the lesson. She also asked their opinions related to the teaching and learning process. All students said that they enjoyed the class.

#### **b. The second meeting**

At 07.00 a.m., the researcher, the English teacher and the collaborator entered Class VII B. The students greeted them and were ready to start the class. They seemed enthusiastic joining this class. Like the previous meeting, the researcher acted as the English teacher. She and the collaborator prepared media used for the teaching and learning process. A student without being asked by the teacher helped them take the remote control of the LCD projector in the teacher office.

The teacher started the class by praying. The captain of the class led the prayer. Next, she asked materials learnt the day before. All students remembered what they did the day before. After that, she explained what they would learn that day.

In the pre-listening phase, she showed a Cinderella picture. She asked the students to describe the picture. They could create some sentences because in the previous meeting, they had learned about adjectives.

In the while-listening phase, she played a video entitled *Cinderella*. The students seemed glad watching the video. After that, she asked some questions related to the video. Although they did not understand the recording well, they guessed the story based on the video. Next, she distributed a task. They were asked to put a tick (✓) in the list of the adjectives column if they heard adjectives while listening to the story again. Some students could get scores of ten while the others got some incorrect answers.

The teacher gave another task related to the previous video. The students were asked to answer shortly some questions based on the story of Cinderella. She asked difficulties that they found. They complained that the recording was so fast so they could not understand the story. Moreover, they did not know some vocabulary of the recording. Therefore, the teacher played the video once again because some students had not finished doing the task yet.

For checking the correct answer, the students exchanged their work with other students. The teacher asked them who wanted to be volunteers to answer questions. However, they kept silent. Finally, a student raised her hand but she was unconfident because she was unsure about her answer. The teacher appreciated the girl and let her read her answer. She answered number 1 correctly. And then, the teacher asked the others to give some applause to her. Therefore, she felt very happy.

In the post-listening phase, the teacher gave a text of the Cinderella story to all students. By using the text, she explained the structure of descriptive text. Then, she asked the students to find the verbs in the text in pairs. They could discuss with their friends and use dictionary if they found difficult words. However, some of them were still confused about subjects, verbs, or objects. After that, the students and the teacher decided to discuss the correct answers.

The last activity was *Guessing* game. The teacher asked the students to make a group consist of four students. Then, she distributed photos of Coboy Junior members to all groups. The girls were very excited looking at the photos because most of them were Coboy Junior fans. By using the photos, they were asked to describe the photos. Firstly a member chose a photo without telling her friends and then she described the photo to her friends. She could use adjectives that they have learnt. The others should guess a Coboy Junior member that was described. If the group could guess correctly, the other member did the same things.

At 8.15 a.m., the teacher ended the class by asking students' difficulties and making a summary of the lesson. The teacher also asked their opinion related to the use of video in the teaching and learning process. They were happy with the song, pictures, videos, stories and games. They said that they wanted to watch videos again in the next meeting.

### **c. The third meeting**

The researcher, the English teacher and the collaborator entered the classroom. The students spontaneously sat on their chair and greeted them. Then,



the teacher took a seat at the back of the class. In this meeting, the researcher still acted as the teacher. She opened the class by asking the previous meeting materials. After that, she told what they would learn that day. The topic was jobs.

In the pre-listening phase, the teacher asked the students what they wanted to be in the future. They could mention many kinds of jobs. It meant that they had known vocabulary related to jobs. After that, the teacher showed some pictures using the LCD projector. They were asked to mention jobs and their duties. They had been familiar with the jobs; however, there were some jobs that they did not know. The teacher pronounced the words, and then the students repeated after her.

The teacher distributed the first task to the students. There were some pictures of different jobs. Then, she read some statements related to a job. After that, the students chose a picture described and wrote the name of the job. Most of them answered with the correct spelling.

After they mastered the vocabulary, the teacher entered the while-listening phase. She played a video clip of a song entitled *People Work*. The students watched the video enthusiastically and tried to listen to the song. Then, she gave a new task. There were some names and list of jobs. They were asked to match the name with the correct jobs based on the song. After playing the song three times, they finished their work. The students and the teacher discussed the answers. She pointed some passive students to read the answers in front of the class. However, they seemed unconfident to speak loudly. And then, she asked them to speak louder, so the class could listen to them.

The next activity was arranging lyrics of the song. The teacher distributed jumbled sentences, and then she played the song twice. While listening to the song, the students arranged the jumbled sentences. Most of them successfully arranged the lyric. After that, she asked them to sing the song together. They stood up and sang the song happily and enthusiastically.

In the while-listening phase, they also played the *Whispering* game. The teacher divided the class into four groups. Each group consisted of eight students. The teacher explained the rules of the game. After they understood the rules, they started the game. The teacher gave a statement related to a job, and then the first member whispered the sentence to the second member. The second member whispered the sentence to the next member until the last member. Finally, the last member told the statement to the teacher and guessed the job that was appropriate with the statement given. The group that could answer correctly got high score. On the other hand, groups that had some mistakes got lower score. The students enjoyed the game; however, the class became rather noisy.

In the post-listening phase, the teacher asked students' difficulties and opinions. They also made summaries of the lesson. They showed that they seemed happy with the pictures, the song, and the activities. They also wanted to play the game again in the next meeting. At 12.40 a.m., the teacher asked the captain to lead the prayer.

### **3. Reflection**

After conducting the action in Cycle I, the collaborators and the researcher conducted a discussion to make some reflections. It was to fulfill the democratic

validity and the dialogic validity as mentioned in Chapter III. In the discussion, they analyzed the data from the observations and the interviews to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented action. These reflections were used to plan the action implemented in the next cycle. The following is the results of the reflection.

#### **a. Using pictures**

In the pre-listening stage, the researcher used pictures to introduce the vocabulary that would be used in the while-listening stage and to build the background knowledge of a topic. Firstly, she displayed some pictures and had discussions with the students related to the pictures. Moreover, the students were asked to do some exercises using the pictures, for example matching pictures with the names. She used color pictures to make the materials more interesting; therefore, the students' motivation in learning English would increase. The implementation was effective because in the while-listening activities they had no problems related to the understanding of the main vocabulary. The following interview transcripts are the examples of the reflection towards this implementation between the researcher (R) and the teacher (T).

- 
- R : *Menurut ibu apakah penggunaan gambar tadi dapat meningkatkan penguasaan vocabulary siswa dan mempermudah pada proses mendengarkan?* (In your opinion, could the pictures increase the students' vocabulary mastery?)
- T : *Iya. Tadi pas di awal kan sudah diajari vocab jenis-jenis pekerjaan memakai gambar. Jadi pas bagian video mereka gampang ngerjain tasknya karena telah mengerti artinya.* (**Yes. In the beginning, they have been taught about many kinds of jobs using pictures. So, while watching video and doing the task,**

they could answer the task because they have known the meaning.)

R : *Apakah gambar-gambarnya tadi sesuai untuk siswa?* (**Are the pictures appropriate for the students?**)

T : *Iya. Bagus kok. Gambar kartunnya warna-warni jadi menarik.* (**Yes. They are appropriate. The colorful cartoons are interesting.**)

(Interview Transcript 12, 18 May 2013)

Some parts of the interviews with the students are shown in the following interview transcript below.

R : *Gambar-gambarnya tadi menarik tidak?* (**Are the pictures interesting?**)

S : *Iya, menarik dan lucu.* (**Yes, the pictures are interesting and funny.**)

R : *Gambarnya tadi membantu Adik mengenal kata-kata baru tidak?* (**Did the pictures help you to know new vocabulary?**)

S : *Iya. Mudah diingat, jadi hafal kata-katanya.* (**Yes. The pictures are helpful. I can memorize the words.**)

(Interview Transcript 14, 18 May 2013)

#### b. Using videos in the forms of songs and short stories

The researcher used videos as main resources in the listening class. The videos were in two types, i.e. songs and short stories. She found that the videos could improve the students' listening proficiency. In the end of the topic, the researcher conducted a test to measure students' listening proficiency. The table below presents the results of the test.

**Table 6: The Results of the Tests in Cycle I**

Test	Mean	N	Std. Deviation
Test 1	7.35	32	1.48
Test 2	9.01	32	1.83

Based on the results of the tests in Cycle I, the mean score of Test 1 was 7.35, while the mean score of Test 2 was 9.01. It could be concluded that after using videos in the teaching and learning process, the students' listening score had improved because the mean score increased by 1.66 points. In addition, it was also found that the Standard Deviation ( $\sigma$ ) of the students' listening scores in Test 1 was 1.48, while that of their scores in Test 2 was 1.83. From the comparison of the Standard Deviation, it could be concluded that the data in Test 1 were more homogeneous as compared to those in Test 2. It was because the Standard Deviation of the scores in Test 1 was lower than that of the scores in Test 2.

Besides, the use of videos in the listening class could motivate the students to learn English. Moreover, they were not bored during the teaching and learning process. It can be reflected through these interview transcripts.

- 
- R : *Menurut Adek, bagaimana pelajarannya tadi? Menarik tidak?*  
**(What do you think about the lesson? Is it interesting?)**  
 S : *Menarik banget, Miss. (Yes, it is very interesting, Miss.)*  
 R : *Mengapa? (Why?)*  
 S : *Ya tadi kan menggunakan video jadi lebih seru dari pelajaran biasanya. (Because today we learnt using videos so the lesson today was more enjoyable than the previous class.)*  
 (Interview Transcript 7, 14 May 2013)
- R : *Menurut Adik, pembelajarannya tadi bagaimana? Senang tidak?*  
**(What do you think about the lesson? Are you happy?)**  
 S : *Senang, Miss. (I am happy, Miss.)*  
 R : *Videonya tadi menarik tidak? (Is the video interesting?)*  
 S : *Iya menarik, Miss. Ceritanya lucu. (Yes, the video is interesting. The story is funny.)*  
 (Interview Transcript 10, 15 May 2013)
- 

However, one of the videos did not run well because the video had low volume. Even though the researcher had maximized the volume, the students

could not listen to the song clearly so they had to sit closer by the speakers. Moreover, she should display the lyric in order that the students could understand the song. Some parts of the interviews with the collaborator are shown in the following.

- 
- R : Menurut pendapatmu bagaimana dengan lagunya tadi? (**What do you think about the song?**)
- C : Lagunya menarik kok. Tapi suaranya kurang keras. Jadi siswa yang dibelakang tidak mendengar dengan jelas? (**The song is interesting but the volume is too low. So, the students who sat in the back could not hear clearly.**)
- R : Saya telah memaksimalkan suaranya tetapi tidak bisa menjadi lebih keras. Mungkin dikarenakan file-nya. (**I had maximized the song but it could not be louder. Maybe, the problem was caused by the file.**)
- C : Untuk pertemuan selanjutnya kamu harus mencari file yang sesuai sehingga, seluruh siswa dapat mendengarnya dengan jelas. (**Next meeting, you have to find appropriate files so all students can listen clearly.**)

(Interview Transcript 5, 14 May 2013)

---

### c. Using games

In the post-listening activities, the researcher applied games. There were three types of game. First, she used a game from the software of *Primary i-Dictionary*. The game was played by using the researcher's laptop. Second, the students played Guessing game. And the last, they played Whispering game. They enjoyed playing the games because the activities were interesting. Generally, the implementation of the games was successful because while playing the games, the students were more active. In addition, their confidence increased. It can be seen from the interview transcript below.

- 
- R : Menurut Adik, game-nya tadi bagaimana? Apakah menarik? (**What do you think about the game? Is it interesting?**)
- S : Iya. Menarik. (**Yes. It is interesting.**)

- R : *Lain kali masih mau Whispering game lagi tidak? (Do you want to play the whispering game again?)*
- S : *Mau, Miss. Tadi kan sebenarnya masih pada ingin main, Miss. Tapi waktunya sudah habis jadi tidak bisa lama. (Yes, I do. Actually, we still wanted to play the game but the time was up so we could not play it again.)*

(Interview Transcript 15, 18 May 2013)

On the other side, the implementation of the game had negative effects. Because the researcher could not monitor all groups, some students cheated while playing the game so the other students complained to the researcher. Therefore, the researcher made a new action. It can be seen from the following field note.

*...Semua siswa nampak bersemangat mengikuti permainan ini dan mereka berharap akan menjadi grup pertama yang selesai dan menjawab dengan tepat. Suasana menjadi lebih gaduh karena ada group putra yang melanggar peraturan. "Miss, kelompok itu curang tu." Beberapa siswa protes dengan tindakan tersebut. Guru kemudian membuat keputusan bahwa group yang curang maka akan dikurangi nilainya. Siswa menyetujuinya dan permainan berjalan lebih kondusif lagi...*

(...The students seemed happy playing the game and they wanted to be the first group who could finish first and answer correctly. However, the class became noisy because there were two boys group who broke the rules. "Miss, the group is cheating. Some students complained about the action. After that, the teacher made a rule that she would subtract the score of the group who cheats...)

(FN07. Appendix A. Saturday, 18 May, 2013)

#### **d. Using classroom English during the teaching and learning process**

The researcher regularly used classroom English in the teaching and learning process. The classroom English was applied in the opening, main and closing activities. Generally, the use of classroom English was successfully in making the students more familiar with the English words. Moreover, it could increase the students' self-confidence to communicate by using English in everyday conversation. When the researcher greeted and asked simple questions

in English to them, they could response correctly. Therefore, the communication and interaction between the researcher and the students could happen. It can be seen in the extract below.

---

*...Ketika memasuki ruang, dengan spontan siswa langsung memberi salam secara bersama-sama. "Good morning, Ma'am, Miss, Mr." Kemudian guru menjawab salam itu "Good morning, Class. How are you today?" Siswa menjawab "I'm fine. Thank you. And you?"...*  
 (...While entering the classroom, the students greeted them spontaneously. "Good morning, Ma'am, Miss, Mr." The teacher answered the greeting. "Good morning, Class. How are you today?" The students gave respons "I'm fine. Thank you. And you?"...)  
 (FN06. Appendix A. Wednesday, 15<sup>th</sup> May, 2013)

---

However, the students got confused when she gave new expressions because they had never heard them before. Therefore, the researcher should translate the new expressions in their mother tongue. It can be inferred from the following field note .

---

*...Kemudian guru menyuruh ketua kelas untuk memimpin doa. "Who is the captain of this class?" Siswa tampak bingung dengan kalimat ini karena belum pernah mendengar istilah ini sebelumnya. Guru mengulangi pertanyaannya lagi "Who is the captain? Siapa yang menjadi ketua kelas?" Setelah itu siswa baru paham dan menunjuk salah seorang siswa "Azhar". Guru menyuruh ketua kelas untuk memimpin doa, "Azhar, please lead the prayer."...*  
 (...After that, the teacher asked the captain of the class to lead the prayer, "Who is the captain of this class?" The students got confused with that expression because they never heard before. The teacher repeated the question, "Who is the captain? Siapa yang menjadi ketua kelas?" After translating the question in bahasa, they understood the meaning and pointed a student. "Azhar". She asked the captain to lead the prayer. "Azhar, please lead the prayer."  
 (FN06. Appendix A. Wednesday, 15<sup>th</sup> May, 2013)

---

#### **e. Motivating students to answer questions**

Based on the observation, when the researcher asked the students to answer question, most of them had no confidence. Therefore, in Cycle 1, the



researcher always motivated them to be brave while answering the questions. She gave many opportunities for all students to be active while discussing the tasks. Generally, the implementation was effective in making the students be more active and confident during the teaching and learning process. It can be seen from the field note below.

---

*...Siswa tampak masih ragu dan tidak percaya diri dalam menjawab pertanyaan. "Miss jangan pilih saya, kayaknya jawaban saya salah ini?" kata beberapa siswa sebelum menjawab pertanyaan. Kemudian peneliti memberikan nasihat dan menyemangati siswa agar mau menjawab dan berbicara secara keras. Akhirnya mereka menjadi lebih percaya diri ketika disuruh menjawab pertanyaan....*

(...The students seemed unsure and unconfident to answer the questions. "Miss, Don't choose me. I think that my answer is wrong?" said some students before answering the questions. After that, the researcher gave advice and support to the students in order to answer and speak louder. Finally, they were more confident while the teacher asked them to answer questions...)

(FN01. Appendix A. Tuesday, 14 May, 2013)

---

However, when the researcher asked them to be volunteers, most of them were still shy. They were not confident to raise their hand. Therefore, she should point the students one by one. It can be seen in the extract below.

---

*...Kemudian mereka mendiskusikan jawaban yang benar bersama-sama. Guru menyuruh siswa menjadi volunteer untuk membacakan jawaban mereka. Tetapi tidak ada siswa yang berani mengangkat tangannya. Sehingga guru harus menunjuk siswa menjawab pertanyaan secara bergantian...*

(...After that, they discussed the correct answers. The teacher asked the students to be volunteers to read their answers. However, there was no students who raised their hand. Therefore, the teacher had to choose the students to answer the questions one by one...)

(FN07. Appendix A. Saturday, 18 May, 2013)

---

#### **4. Findings of Cycle I**

The researcher employed observations and interviews during the implementation and the reflection to see the improvement in the students' listening skills.

After having the reflection of the action, the researcher and the collaborators inferred the findings in Cycle I. During the implementation of the action in this cycle, there was some successful and unsuccessful action. The details of those can be seen as follows.

a. The successful action

- 1) The use of videos was effective to improve the students' listening skills.
- 2) The use of pictures was effective in introducing the vocabulary and building the background knowledge.
- 3) The use of videos was effective in motivating the students to improve their listening skills.
- 4) The pictures, videos and games were interesting.
- 5) The games were effective in increasing students' confidence and giving opportunities for them to be more active during the teaching and learning process.
- 6) The use of classroom English to help students to master new vocabulary was successful.

b. The unsuccessful action:

- 1) The students in the back were not able to listen to the video clearly because the file had low volume.

- 2) The students did not want to be the volunteers.
- 3) The students cheated while playing the game.

**Table 7: The Results of the Changes of the Students' Listening skills in Cycle I**

No	Action in Cycle I	Reflection in Cycle I	Recommendation for Cycle II
1	Using classroom English during the teaching and learning process	The classroom English was successful in making the students more familiar with the English words so it was effective to improve their vocabulary mastery. Nevertheless, the researcher used many the Indonesian translations in order to make the students understand what the researcher said.	This action should be continued in the next meeting. However, the researcher should decrease the amount of Indonesian translations. She should replace it by using synonyms, simple words and nonverbal clues.
2	Using pictures in the pre-listening stage	The use of interesting pictures was effective to improve students' vocabulary mastery. Furthermore, the pictures were used to introduce the vocabulary and the background knowledge in the next stage.	This action should be continued in the next meeting.
3	Using videos in the forms of songs and short stories in the while-listening stage	The use of videos was successful to improve the students' listening skills. Furthermore, the students were not bored during the class and made them be active. In addition, their motivation increased. However, there was a video which has low volume so students in the back could not listen clearly.	This action should be continued in the next meeting. However, the researcher should fine the appropriate files which have higher volume; therefore, all students could listen to the video clearly.
4	Using games in the while-listening and post-listening stage	The implementation was successful because while playing the games, the students were more active. However, there were some students who cheated while playing the game.	This action should be continued in the next meeting. However, besides giving rewards, the researcher should give punishment to the students who break the rules of the games.

(Continued)

(Continued)

No	Action in Cycle I	Reflection in Cycle I	Recommendation for Cycle II
5	Motivating students to answer questions	The implementation was successful in making the students be more active and confident during the teaching and learning process. However, some of them were still shy when they were asked to be volunteers.	This action should be continued in the next meeting. To face the problem in Cycle I, the researcher would give additional scores to the students who want to be volunteers.

There were some improvements on the students' listening skills. However, there were still some problems faced by the students in Cycle I. The researcher and the collaborators discussed the problems and tried to get the best solutions. The solutions of the problems would be planned and implemented in Cycle II. So, the researcher decided to continue to the next cycle to improve the students' listening skills.

### C. The Implementation of Cycle II

#### 1. Planning

Based on the discussion with the collaborators, it was determined that Cycle II still focused on the same problems found in Cycle I. The researcher decided to implement the same activities and some new action with the hope that the teaching and learning process would be more enjoyable and the students' listening skills would significantly improve.

The action implemented was expected to create the following conditions.

1. The students' listening score would increase.

2. The students would be active and not be bored during the teaching and learning process.
3. The students would be motivated in learning listening.
4. The students' vocabulary mastery would increase.
5. The listening materials would be interesting.

The action plans of Cycle II reveal the following points.

**a. Applying three stages of listening process**

**1) The first meeting**

**a) Pre-listening stage: Using pictures**

In the first stage, the researcher would use game from *Primary i-Dictionary*. There were some pictures describing regular activities, the students would be asked to match the pictures with the correct verbs presented on the game.

In the next activity, she would present some pictures that would be used in the while-listening stage. The topic was about a zoo so the students would be asked to match pictures of some animals with the correct names. Those animals would be used in the next activities.

**b) While-listening stage: Using a song and a story**

In this stage, the researcher would use two types of videos. The first video was a song taken from the software of *Primary i-Dictionary* entitled *I Have a Shower*. It consisted of regular activities verbs. The students would be asked to complete sentences based on the song.

The second video was a video taken from [learnenglishkids.britishcouncil .org](http://learnenglishkids.britishcouncil.org), entitled *Twin's Week*. The video talked about activities in a zoo. The students would be asked to answer some questions based on the song and to match days with the correct animals. After that, they would be asked to find and correct mistakes of some sentences based on the recording.

c) Post-listening stage: Using game

In the post-listening stage, the researcher would explain about characteristic of descriptive text. And then, using the script of the video, the students would be asked to choose the correct verbs. This activity could be used to measure the understanding of the students related to the previous activities and descriptive texts.

## 2) The second meeting

a) Pre-listening stage: Using pictures

Firstly, the researcher would present a picture that would be used in the next activities. The students would be asked to answer some questions, mention things in the picture and describe the picture using prepositions. By using the picture, the students were expected to know the vocabulary and have the background knowledge that would be used in the while-listening stage.

b) While-listening stage: Using video

In the second stage, she would play a song which consisted of some prepositions entitled *Who is It?* The song was taken from the software of

*Primary i-Dictionary*. While listening the song, the students would be asked to write the prepositions. After that, they would sing the song together.

c) Post-listening stage

After listening to the song that consisted of different prepositions, she would deliver some pictures. The students should complete the sentences using correct prepositions based on the pictures. After that, they would discuss the lesson and make a summary and reflections.

### 3) The third meeting

a) Pre-listening stage: Using pictures

In this stage, the researcher would present a picture. The students would be asked to answer some questions related to the picture. By using the picture, they were expected to know the vocabulary and have the background knowledge that would be used in the while-listening stage.

b) While-listening stage: Using a song

In the while-listening stage, she would play a video taken from *Primary i- Dictionary* entitled *In the Bats' House*. While listening to the recording, the students should answer ten multiple choices.

c) Post-listening stage

In the last activity, she would present some pictures. The students should describe the pictures by using different prepositions. After that, they would make a summary and reflections of all the implementation for the six meetings.

### **b. Using classroom English during the teaching and learning process**

In this cycle, the researcher would use classroom English again during the teaching and learning process. This action was same as the planning action in Cycle I. The classroom English would be used in some ways such as in greeting the students, checking students' attendance, praying, explaining the materials, giving the instructions, giving feedback, and ending the class. However, in Cycle II, she would not translate the expressions which were usually used during Cycle I because the students were already familiar with the expressions.

### **c. Motivating students to answer questions**

The findings of Cycle I stated that when the researcher chose and asked the students to answer questions, they were more confident. However, sometimes they did not want to be volunteers. Therefore, in this cycle, she would give additional points to the students who want to be volunteers. In addition, she would create activities, for example games that could give many chances to all students to participate in the teaching and learning process.

## **2. Action and Observations in Cycle II**

Cycle II consisted of three meetings. The action was carried out in May, 2013. The first meeting was on May 21<sup>st</sup>, 2013; the second meeting was on May 22<sup>nd</sup>, 2013; and the last meeting was on May 28<sup>th</sup>, 2013. Every meeting had 40 minutes. In this action, the researcher acted as the English teacher. While implementing the action, the English teacher and a friend of the researcher acted as the collaborators. They took notes on the back of the class to observe the



teaching and learning process. The data during the Cycle II were collected through classroom observations, interviews, and recording. The complete description is provided below:

**a. The first meeting**

While the researcher, the teacher and the collaborator entered the classroom and then the students greeted them spontaneously. They answered the greeting and then the teacher and the collaborator took a seat at the back of the class. That day, the researcher still acted as the English teacher. She started the class by checking students' attendance and physical conditions in the classroom, and inquiring the previous lesson. After that, she helped by the collaborator prepared the teaching media. The students seemed excited joining the class.

Firstly, the teacher played a song taken from the software of *Primary i-Dictionary* entitled *I Have a Shower*. The students were enthusiastic watched the video and listening to the song enthusiastically. And then, she gave a task to them. The first task, they were asked to complete lyrics of the song. Most of them succeed finishing the task and got correct answers so they were very happy.

In the second task, she used a game from the software. Before playing the game in the laptop, she distributed a task that consisted of many pictures and verbs of regular activities. The students were asked to match the pictures with the correct verbs. Some students still got confused with some vocabulary; therefore, the teacher asked them to find the meaning using their dictionary. After finishing the task, they checked the answer together by playing the game in the laptop. The teacher asked them to be volunteers. However, they kept silent and were

unconfident. To face the problems, the teacher informed to them that she would give additional score to the volunteers. After that, they wanted to participate and answer the questions even though they were still unfamiliar with laptops and uncertain with their answers.

Next, they were asked to listen to recording and then they wrote the sentences. The teacher had to replay the recording two times because the students felt that the recording was too fast. After that, they checked the correct answers. She decided to display the correct spelling on the LCD projector because most of the students wrote the sentences incorrectly.

In the pre-listening stage for the second video, the teacher gave some animals pictures that would be used in the while-listening stage. The students matched the pictures with the correct names. They enjoyed the task because they felt that it was easy even though they did not understand some new words.

After mastering the vocabulary and having the background knowledge of the next video, she played a short story entitled *Twin's Week*. The video was taken from [Britishcouncil.org](http://Britishcouncil.org). The students seemed fun watching it. After that, they were asked to mention days and animals and to find the main idea of the story.

Then, she distributed a sheet of paper consisting of three kinds of tasks, i.e. answering questions with short answers and matching days with the animals. The students felt that the tasks were easy. The last task was finding and correcting mistakes of some sentences based on the recording. In this task, there were some students who answered incorrectly. In correcting the tasks, she used same technique. She gave additional score to the students who wanted be volunteers.

After that, she explained the characteristics of descriptive texts using the previous videos. She gave opportunities for the students to ask about the materials. Because there was no question again, the teacher gave them another task. They chose the correct verb from three choices. They had to think carefully and to pay attention to the subject of the sentences. Therefore, they could decide the correct verb for each sentence. Some students still got confused about the sentence structure. So, the teacher let them have a discussion with their friends and find meanings of difficult words using their dictionary. They felt that by discussing with their friends, they could understand the materials easier.

Because of the limited time, she asked the difficulties faced by the students. Next, they made a summary and reflections of the lesson. All students stated that they enjoyed the activities, songs, pictures, and the stories. They wished that in the next meeting they would watch videos again.

#### **b. The second meeting**

At 07.00 a.m., the teacher, the researcher and the collaborator entered the class. The students sat on their chair and were ready to learn. They greeted the teachers, “Good morning, Ma’am, Miss, Mr.” The researcher acted as the teacher gave responds, “Good morning, Class. How are you?” The students answered, “I’m fine, thank you.” Next, the teacher started the lesson by asking the captain of the class to lead the prayer, “Captain, please lead the prayer”. This time, the students had been more familiar with the classroom English. After praying, she checked the students’ attendance. That day, all students came to the class. Before

giving new materials, she asked the students about the last materials. They mentioned the last materials and the activities in the previous meeting.

In the pre-listening stage, the teacher gave a picture. The students mentioned things in the picture and described it using prepositions. Moreover, she asked them to answer some questions related to the picture. They were able to describe the picture even though they did not know some prepositions.

After mastering the vocabulary and having the background knowledge for the next activities, she played a video clip of a song entitled *Who is It?*. The video was taken from the software of *Primary i-Dictionary*. The students enjoyed the song because the song was interesting and easy. After that, she gave a task, they were asked to find prepositions based on the song so they focused on the prepositions. Most of them could answer correctly but some of them missed some words because they did not know that the words were prepositions.

To raise the students' mood, she asked them to stand up and sing the song together. She displayed the lyrics of the song in order to make easier when they sang the song. Firstly, they were not confident singing the song because they could not pronounce the words correctly. So, they should practice more. They sang the song four times. Finally, they could pronounce the words correctly and remember the lyrics hence they were very happy.

For the post-listening stage, the teacher gave a task. The task consisted of eight pictures. They completed the sentences using prepositions based on the pictures. They finished the task fast because they had known many kinds of prepositions. The game was taken from the software of *Primary i-Dictionary*.

After finishing the task, she asked the students to be volunteers, “Who wants to be a volunteer, please come in and play this game.” They were enthusiastic to be the volunteers because they would get additional score.

Before closing the class, they made a summary and reflections of the lesson. The teacher asked, “Are you happy today?”, they responded, “Yes, I am very happy today.” And then, she asked again, “Do you like the song?”, they replied, “Yes, I like the song so much.” However, they felt sad because the teacher ended the class.

### **c. The third meeting**

The English teacher, the researcher and the collaborator entered the classroom. And then, the students spontaneously sat on their chairs and greeted them. Because the researcher acted as the teacher, she greeted the students, checked the students’ attendance and asked the last materials. The students seemed enthusiastic joining the class. They helped the teacher preparing the teaching media.

In the pre-listening stage, the teacher showed a picture and then the students were asked to describe the picture using prepositions. They could describe the picture accurately because they had learnt about the vocabulary and the sentence structures of descriptive text in the previous meetings.

In the while-listening stage, she distributed a new task consisted of ten multiple choice questions. Before listening to a video, the students should understand all the questions. They were given three minutes to read the questions. After that, they listened to the short story entitled *Bats’ House*. The video was

taken from the software of *Primary i-Dictionary*. Based on the results of the task, the students' listening skills improved because the mean score of the class was 8.34. It was higher than the previous tasks. They were satisfied with their works.

In the post-listening stage, she displayed some pictures of parts of the house. One by one, they were asked to make a sentence to describe the pictures by using prepositions. They were not allowed to make same sentences so when their friends speak, they had to listen carefully. They who had participated in this task got additional score. This record was used by the teacher to check students who had not participated yet. Therefore, all students had same chances to be active in the teaching and learning process.

After that, they made a summary of the lesson. Before closing the class, she informed that next meeting they would have post-test. She also asked their opinions during learning English with the researcher using videos. They stated that they were very happy because the activities, materials and media were interesting.

### **3. Reflection**

The researcher and the collaborators did the final reflection after all action had been implemented in three meetings. Several problems which occurred in Cycle II were discussed with the collaborators to fulfill the democratic validity and dialogic validity. The results of the reflection were gained from the observations, the interviews, and the questionnaires distributed at the end of Cycle II. It is described as follows.

### a. Using pictures

In Cycle II, the researcher still used pictures in the pre-listening stage. The implementation was effective to introduce the vocabulary and build the background knowledge of the topics. Moreover, in the post-listening stage, she applied some games which consisted of many pictures. The first game was matching pictures by using a software in a computer and the second game was describing pictures. The pictures were interesting; therefore, the students' motivation in learning English increased. It can be seen from the following field note .

- 
- R : *Kalau menurut kamu pelajarannya tadi bagaimana?* (What do you think about the lesson today?)
- C : *Menyenangkan kok. Gambar dan videonya lucu-lucu, jadi siswa tertarik.* (It was fun. The pictures and the videos were funny so the students were interested.)
- R : *Gambar-gambar nya tadi apakah mampu meningkatkan vocabulary siswa bu?* (Could the pictures improve the students' vocabulary mastery, Ma'am?)
- T : *Iya. Dengan melihat gambar, siswa jadi lebih mudah menghafal dan memahami vocabulary. Gambar-gambar pas game tadi juga sangat mendukung siswa dalam mengenal new vocabulary.* (Yes, by seeing the pictures, the students could easier memorize and understand the vocabulary. Pictures in the game also encourage the students to recognize new vocabulary.)

(Interview Transcript 16, 21 May 2013)

---

### b. Using videos in the form of songs and short stories

In Cycle II, the researcher still used videos as main resources in the listening class. In Cycle I, there was a video which has low volume. Therefore, in Cycle II, the researcher was more careful to choose the files. The videos were in two types, i.e. songs and short stories. She found that the videos were interesting

and could improve the students' motivation to improve their listening skills. Furthermore, the researcher could make some interesting materials and activities using the same video. It can be inferred from the interview transcript below.

- 
- R : *Jadi menurut ibu implementasinya berhasil ya?* (So, in your opinion, **was the implementation successful?**)
- T : *Iya, penggunaan video itu jadi meningkatkan listening skills siswa.* (Yes, **the use of videos improved the students' listening skills.**)
- R : *Students' motivation-nya bagaimana, Bu?* (**How about the students' motivation?**)
- T : *Meningkat juga. Mereka jadi fokus mendengarkan dan tidak ada yang rame. Mereka juga lebih semangat mengikuti pelajaran.* (**Their motivation also improved. They focused on the listening and there was no student chit-chated again with others. Furthermore, they become more enthusiastic joining the class.**)  
(Interview Transcript 21, 28 May 2013)
- 

In addition, she found again that the videos could improve the students' listening proficiency. Same as in Cycle I, she conducted a test in the end of each topic to measure the students' listening proficiency. The results can be seen in the table below.

**Table 8: The Results of the Tests in Cycle II**

Test	Mean	N	Std. Deviation
Test 3	7.68	32	1.28
Test 4	8.34	32	0.77

Based on the results of the tests in Cycle II, the mean score of Test 3 was 7.68, while the mean score of Test 4 was 8.34. It could be concluded that after using videos in the teaching and learning process, the students' listening score had improved because the mean score increased by 0.66. In addition, it was also found



that the Standard Deviation ( $\sigma$ ) of the students' listening scores in Test 3 was 1.28, while that of their scores in Test 4 was 0.77. From the comparison of the Standard Deviation, it could be concluded that the data in Test 3 were more heterogeneous as compared to those in Test 4. It was because the Standard Deviation of the scores in Test 3 was higher than that of the scores in Test 4.

### c. Using games

There were two types of games used in Cycle II, i.e. matching and describing picture. The implementation of the games was effective in making a good atmosphere in the class; therefore, the students were not bored. Moreover, the games gave all students opportunities to participate in the class activities one by one so they became active during the teaching and learning process. In addition, their confidence increased. The extracts interview between the researcher, the teacher and the students can be seen from the interview transcript below.

---

R : *Kalau pemakaian game di laptop bagaimana bu? (How about the implementation of the games by using laptop?)*

T : *Menarik juga, jadi mereka tidak bosan kalau belajarnya memakai laptop. Siswa tadi juga jadi lebih aktif. (It was interesting, by using laptop, the students were not bored. In addition, they became more active.)*

(Interview Transcript 19, 22 May 2013)

R : *Tadi kalian maju memainkan game di laptop tidak?(Did you play the game in the laptop?)*

S1, S2 : *Iya, Miss. (Yes, Miss.)*

R : *Menarik tidak? (Is it interesting?)*

S1 : *Iya, gampang mainnya. Game-nya juga bisa tau jawaban kita benar atau salah, jadi kalau salah kita bisa milih jawaban lainnya.*

**(Yes, the game was easy to play. Moreover, the game could detect whether our answers were correct or incorrect. So, we could try another answer.)**

(Interview Transcript 20, 22 May 2013)

---

#### **d. Using classroom English during the teaching and learning process**

In Cycle II, the researcher used classroom English during the teaching and learning process. The implementation was successful to improve students' vocabulary mastery. They could respond correctly when the researcher spoke in English. Moreover, the students' participation in using English improved. Their participation was not only in answering greeting but also in responding instructions, discussing materials, and answering questions. Most of them were already familiar with the English words so that in certain circumstance the researcher did not translate the words. It can be seen in the field note below.

---

*...Guru kemudian memulai pelajaran dengan menyuruh ketua kelas memimpin doa, "Captain, please lead the prayer," Sekarang siswa lebih terbiasa dengan penggunaan classroom English. Kemudian ketua kelas VIIB langsung memimpin doa dengan bahasa Inggris...*

(...The teacher started the class by asking the captain of the class to lead the prayer, "Captain, please lead the prayer." Now the students had been more familiar with the new classroom English expressions. After that, the captain led the prayer using English...)

(FN09. Appendix A. Wednesday, 22 May, 2013)

---

#### **e. Motivating students to answer questions**

In Cycle I, the researcher succeeded in raising students' confidence. However, when she asked the students to answer questions, most of them were shy and did not want to be volunteers. Therefore, in Cycle II, she implemented a new action. She gave additional points to them who became the volunteers. Based

on the extract of the field note below, it indicates that the implementation was effective.

---

*...Setelah selesai mengerjakan tugas itu, mereka mengoreksi jawaban bersama-sama dengan memainkan game yang ada di laptop. Guru menyuruh siswa untuk menjadi volunteer akan tetapi siswa hanya diam dan merasa tidak percaya diri. Untuk memecahkan masalah tersebut, guru memberi tahu siswa bahwa siswa yang menjadi volunteer akan mendapatkan skor tambahan. Mendengar hal itu, siswa langsung berebut untuk menjadi volunteer dan menjawab pertanyaan itu meskipun mereka masih belum terbiasa menggunakan laptop dan tidak yakin dengan jawaban mereka....*

(...After finishing the task, they checked the answer together by playing the game in the laptop. She asked the students to be volunteers. However, the students kept silent and felt unconfident. To face that problem, she informed to the students that who wanted to be the volunteer would get an additional score. After that, the students spontaneously wanted to participate and answer the questions even though they were still unfamiliar with laptops and uncertain with their answers...)

(FN08. Appendix A. Tuesday, 21 May, 2013)

---

Moreover, the implementation motivated the students to be more active in the class, not only in answering the questions but also in playing the games. To fulfill the dialogic validity and democratic validity, the researcher interviewed some students to see their opinions related to the action. Their opinions can be seen from the interview transcript below.

---

R : *Tadi ikut main game di komputer tidak?* (Did you play the game using the computer?)

S1 : *Iya.* (Yes, I did.)

R : *Sudah tidak malu lagi sekarang maju kedepan kelas?* (**Are you shy to come to the front of the class?**)

S1 : *Ya agak malu juga. Tapi yang lain pada berani, jadi ikut-ikutan berani.* (**I was a little bit shy but my friends were brave so I became brave too.**)

R : *Kalau kamu dek?* (How about you?)

- S2 : *Tadi dapat nilai, jadi semangat menjawab pertanyaan, Miss. (We got additional point so I had enthusiasm to answer the questions, Miss.)*
- R : *Bagus. Besuk yang lebih aktif lagi ya dikelas. (Great. In the next meeting, you should be more active in the class.)*
- S2 : *Siap Miss. (Ok, Miss.)*

(Interview Transcript 17, 21 May 2013)

---

#### 4. Findings of Cycle II

The researcher employed observations during the implementation of the action in the classroom during the teaching and learning process. Moreover, she interviewed the English teacher, the collaborators and some students during the implementation and the reflection to see the improvement in the students' listening skills. In addition, she distributed the post-questionnaire to see the changes of students' perception after learning listening by using videos.

After having the reflection of the action, the researcher and the collaborators inferred the findings in Cycle II. The details of those can be seen as follows.

The successful action

1. The use of videos was effective in increasing the students' listening skills.
2. The use of pictures was effective in introducing the vocabulary and building the background knowledge.
3. The use of videos was effective in motivating the students to improve their listening skills.
4. The pictures, videos and games were interesting.

5. The games were effective in increasing the students' confidence and giving opportunities for the students to be more active during the teaching and learning process.
6. The use of classroom English to help students to master the new vocabulary was successful.
7. The additional score was effective in attracting students to be active.

Regarding the findings of Cycle II that all action was successful to improve the students' listening skills and the objective of the research was achieved. The collaborators and the researcher agreed to end this research in this cycle. In summary, the change results of teaching and learning process during Cycle I and Cycle II can be seen in table 10.

**Table 9: The Change Results of the Action**

No	Action	Cycle I	Cycle II
1	Using classroom English during the teaching and learning process	The classroom English was successful in making the students more familiar with the English words so it was effective to improve the students' vocabulary mastery. Nevertheless, the researcher used many the Indonesian translations in order to make the students understand what the researcher said.	The implementation was effective to improve the students' vocabulary mastery. In Cycle II, the amount of translation was reduced by the researcher. The students became more familiar with the English words and expressions. Most of them could respond to the questions and instructions well.

(Continued)

(Continued)

No	Action	Cycle I	Cycle II
2	Using pictures in the pre-listening stage	The use of interesting pictures was effective to improve students' vocabulary mastery. Furthermore, the pictures helped them to understand the vocabulary and the background knowledge in the next stage.	The pictures became the alternative materials for the researcher to create interesting materials. The students enjoyed learning by using pictures. Therefore, they were not bored during the class. Furthermore, the students' vocabulary mastery improved. They thought that English was easy so their motivation toward English increased.
3	Using videos in the forms of songs and short stories in the while-listening stage	The use of videos was successful to improve the student listening skills. Furthermore, they were not bored during the class and made them be active. In addition, their motivation increased. However, there was a video which has low volume so students in the back could not listen clearly.	In Cycle II, the researcher chose appropriate files in order that all students could listen to the video clearly. So, the implementation was more successful. It could increase the students' listening scores, their vocabulary and motivations in learning English. In addition, they were not bored and became active during the teaching and learning process.
4	Using games in the post-listening stage	The implementation was successful because while playing the games, the students were more active. However, there were some students who cheated.	Unlike in Cycle I, the researcher informed the rules before starting the game related to what the students should and shouldn't do, the rewards and the punishments. Therefore, there was no complains while playing the game. Most of them enjoyed playing the game because the games were interesting. In additional, by playing the game, they became confident and active during the class.

(Continued)

(Continued)

No	Action	Cycle I	Cycle II
5	Motivating students to answer questions	The implementation was successful in making the students be more active and confident during the teaching and learning process. However, they were still shy when they were asked to be volunteers.	In Cycle II, the researcher made a new action, i.e. giving additional scores to the students who were being the volunteers. The implementation was effective in attracting the students to be volunteers. Furthermore, they became more active and confident during the class. When she asked them to answer or participate in playing game, they competed with others.

#### D. The Scores of the Students' Listening Skills

The researcher used the quantitative data to support her qualitative data. She compared the pre- and post-tests by using Microsoft Excel 2010. The difference results can be seen from the following chart.

**Table 10: The Results of Pre-test and Post-tests**

Tests	Mean	N	Std. Deviation
Pre-test	5.43	32	1.04
Post-test	8.43	32	0.98

Before the implementation, the researcher conducted the pre-test to know the students' listening proficiency. The mean score of the pre-test was 5.43. Their listening proficiency was still low and under KKM (*Kriteria Ketuntasan Minimal*) because if the students wanted to pass the grade, they had to get score more than 7.50. Moreover, the mean score of the post-test was 8.43. It means that their scores increased by 3 points. Moreover, they had passed the KKM score. In

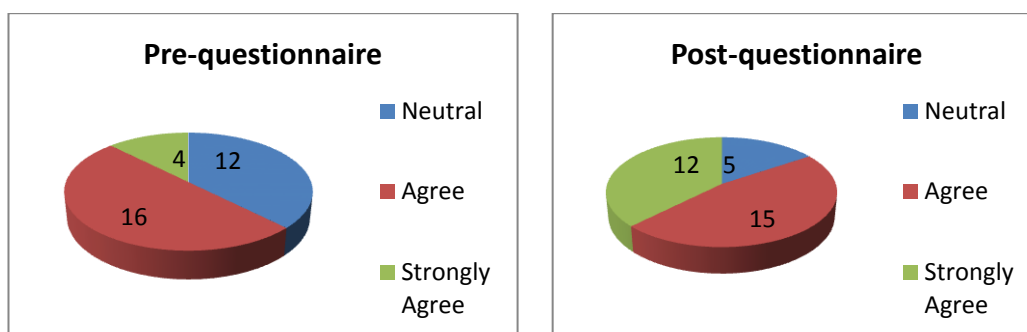
addition, it was also found that the standard deviation ( $\sigma$ ) of the students' listening scores in the pre-test was 1.043, while that of their scores in post-test was 0.98.

From the table above, it can be concluded that after implementing the action, the students' listening proficiency had improved because the mean score increased by 3.00. It was found from the comparison of the mean scores above. From the comparison of the standard deviation, it can be concluded that the data in the pre-test were more heterogeneous as compared to those in the post-test. It was because the standard deviation of the scores in the pre-test was bigger than that of the scores in the post-test.

#### E. The Results of the Questionnaires

The researcher also distributed pre- and post-questionnaire to all students to know their opinions toward English. The questionnaire consisted of two types, i.e. open-ended questions and close-ended questions. Some of the results can be seen in the charts below.

**Figure 2: The Results of the Question of the Questionnaires**

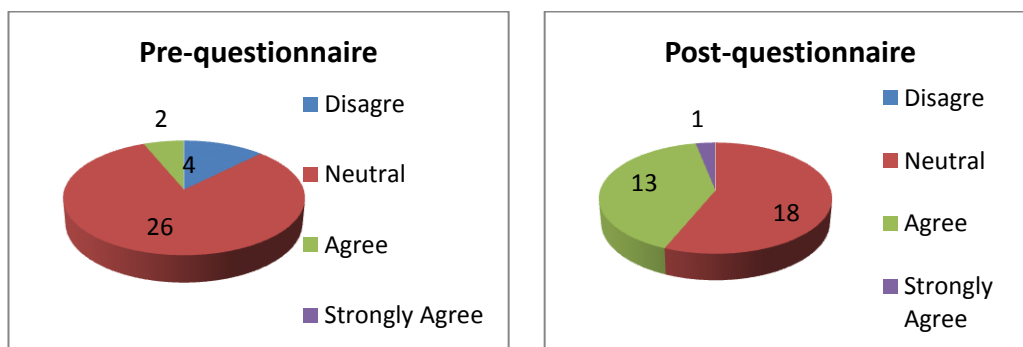


The first statement was "I like English". Based on the results of the pre-questionnaire, there were 12 students who stated "Neutral", 16 students who chose



“Agree and 4 students who selected “Strongly Agree.” On the other hand, based on the results of the post-questionnaire, there were 5 students who stated “Neutral”, 15 students who chose “Agree” and 15 students who selected “Strongly Agree”. After that, the results of the pre-questionnaires compared to the results of the post-questionnaires. It could be conclude that after implementing the action, the students who like English increased.

**Figure 3: The Results of the Question of the Questionnaires**



The second statements was “English is easy.” Based on the results of the pre-questionnaire, there were 4 students who voted “Disagree”, 26 students who stated “Neutral”, 2 students who chose “Agree and 4 students who selected “Strongly Agree.” On the other hand, based on the results of the post-questionnaire, there were 1 student who voted “Disagree”, 18 students who stated “Neutral”, 13 students who chose “Agree” and 13 students who selected “Strongly Agree”. After that, the results of the pre-questionnaires compared to the results of the post-questionnaires. It could be conclude that after implementing the action, the students who feel that “English is easy” increased.

## F. Discussions

Based on the observations, interviews and questionnaires, there were some problems in the teaching and learning process of listening in the seventh grade of SMP N 1 Mlati. The problems related to the students, the teacher, the media and the materials. The first, the students' listening score was low. The second, the students were bored and passive during the teaching-learning process. Next, the students had low motivation in learning listening. They also lacked vocabulary mastery and were not confident in answering questions. The last, the teacher lacked interesting listening materials.

The researcher and the collaborators identified the possible causes of the problems. And then, they planned some action to solve the problems. The main action was using videos in the forms of songs and short stories in the while-listening stage. The other action was using classroom English during the teaching and learning process, using pictures in the pre-listening stage, using games in the post-listening stage and motivating students to answer questions

After planning the action, they implemented the action. The action was done in two cycles. Each cycle consisted of three meetings and every meeting had 2x40 minutes. There were 4 topics, i.e. *Adjectives*, *Jobs*, *Regular activities* and *Prepositions*. A lesson plan sometimes was used for one meetings or two meetings.

The following is the summary of the results in the first and the second cycle in the research.

## 1. The Summary of Cycle I

Cycle I was conducted to solve the problems using the action discussed above. There were successful and unsuccessful action. The successful action would be used again in the next cycle but if there were still problems need to be solved, the researcher would find and implement new action.

### a. The successful action

- 1) The use of videos was effective in increasing students' listening scores.
- 2) The use of pictures was effective in introducing the vocabulary and building the background knowledge.
- 3) The use of videos was effective in motivating students to improve their listening skills.
- 4) The pictures, videos and games were interesting.
- 5) The games were effective in increasing students' confidence and giving opportunities for the students to be more active during the teaching and learning process.
- 6) The use of classroom English to help students to master new vocabulary was successful.

### b. The unsuccessful action:

- 1) The students in the back were not able to listen to the video clearly because the file had low volume.
- 2) The students did not want to be the volunteers.
- 3) The students cheated while playing a game.

## **2. The summary of the Cycle II**

The unsuccessful action in cycle I would be solved in the Cycle II. The first unsuccessful action when using videos was that the students who sat in the back were not able to listen to the video clearly because the file had low volume. Therefore, in Cycle II, the researcher had to make sure the quality of the video before using it in the class. The second unsuccessful action was the students did not want to be volunteers so to attract them to be more active in the class activities. The researcher gave additional score to them who want to be volunteers. The last unsuccessful action when applying game was that there were some students who cheated. Therefore, she gave punishment to the students who break the rules by subtracting their scores.

The success of the implementation of the use of videos could be seen from the students' mean scores form the pre-test to the post-test. The mean score of the pre-test was 5.43; while, the mean score of the post-test was 8.43. It means that the mean score increased by 3 points. The scores also became more homogeneous after the implementation of using videos.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusions

The action research was implemented for the seventh grade students of SMP N 1 Mlati during the second semester in the academic year of 2012/2013. It started on May 14<sup>th</sup>, 2013 and ended on May 29<sup>th</sup>, 2013. The objective of the research was to improve the listening skills of the seventh grade students of SMP N 1 Mlati by using videos.

There were two cycles which each cycle consisted of three meetings. In Cycle I, in the pre-listening stage, there were some activities using pictures to introduce the vocabulary, i.e. describing the pictures and matching the pictures. In the while-listening stage, there were some activities using videos in the forms of songs and short stories such as stating true or false, ticking words, answering following questions, matching statements, arranging jumbled sentences, and playing *Guessing* game and *Whispering* game. In the post-listening stage, the researcher applied games from the software of *Primary i-Dictionary*. In addition, there were other action in Cycle I, such as using classroom English during the teaching and learning process, and motivating students to answer questions. Those activities could help the students to improve the students' listening skills although there were some problems found during the in process.

The activities in Cycle II were still using pictures, videos and games that divided into three stages. The activities in the first stage were describing and

matching pictures. The activities in the next stage were completing texts, answering simple questions, matching statements, correcting sentences, and answering multiple choice questions. In the last stage, the students were asked to describe pictures. Besides, there were other action in this cycle, i.e. using classroom English during the teaching and learning process and motivating the students to be volunteers. All of the activities applied in Cycle II could improve the students' listening skills.

There were some changes as the results of the action:

### **1. The Changes in the English Teaching and Learning Process**

The English teaching and learning process had become more interesting. There were activities and various media such as pictures, videos, and games. The opportunity to answer questions, to be volunteers, and to work in groups or pairs trained them to be active and confident. As a result, they became more enthusiastic and got better understanding in learning English.

### **2. The Changes in the Students' Behavior**

The students started enjoying the English class. They were more active during the teaching and learning process and more confident to answer questions and to be the volunteers. In addition, their vocabulary increased.

### **3. The Changes in the English Teacher's Behavior**

The English teacher became more open minded to make the teaching and learning process interesting. She improved her knowledge in creating the activities that could help the students to learn well. Moreover, she had improved her

knowledge in using media and various materials to make the English lesson became more interesting.

#### **4. The Changes in Collaborator's Behavior**

He got much knowledge about conducting the action research. He had learnt how to manage the class and be a good teacher.

#### **5. The Changes in the Researcher Behavior**

By doing this research, the researcher got more knowledge about teaching English especially teaching listening skills. Through this action research, she had learnt many things such as how to handle the students and how to choose the appropriate materials, activities, and media.

In addition, this study gave her experience in conducting the research. There were many steps that should be done systematically.

### **B. Implications**

The research findings showed that the students' listening skills had improved. It was related to the action given in the classroom such as using the classroom English during the teaching and learning process and applying three stages of the listening activities. She used pictures in the pre-listening stage, videos in the forms of songs and short stories in the while-listening stage and games in the post-listening stage. Another action was motivating the students to answer questions. Both successful and unsuccessful action had some implication. They are described below.

1. The implementation of using pictures in the pre-listening stage could be used to introduce the vocabulary and build the background knowledge of the topic. It implied that the teacher had to present the vocabulary and made sure that the students understood the vocabulary. Therefore, in the while-listening stage, they did not have problems related to the vocabulary and the background knowledge.
2. The implementation of using videos in the form of songs and short stories could improve the students' listening skills because they did not only hear the language but also see the facial expressions and gestures. The students were interested in learning English by using videos. It implied that the teacher had to present the listening materials by using the videos. However, she had to choose appropriate materials for her students.
3. The implementation of using games in the post-listening stage could improve the students' confidence and make them active during the class. Most of them felt that games were fun and could motivate them to learn English. The games could be played individually or in groups. It implied that the teacher had to find the appropriate games which were related to the materials in the previous activities.
4. The implementation of using classroom English during the teaching and learning process could improve the students' vocabulary mastery. It implied that if the teacher applied the classroom English, the students would be more familiar with new words and expressions so that she had to use English maximally during the teaching and learning process.



5. The implementation of motivating the students to answer questions could make them more confident and active in the class. It implied that the teacher had to encourage especially to the passive students to participate in the class activities so their motivation would increase.

### **C. Suggestions**

The suggestions were made based on the conclusions and implications of this study. They are presented as follows:

#### **1. English Teachers**

It is crucial for the English teacher especially the English teachers in SMP N 1 Mlati to improve the students' listening skills. Furthermore, it is better for them to use videos in the teaching and learning process of listening because the students not only hear language, but also see it. Therefore, the students' listening skills could improve. In addition, the videos combined with other interesting activities could motivate students to improve their listening skills.

#### **2. Other Researchers**

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other actions to improve the students' listening skills by using videos. However, they have to select the appropriate videos and activities which are suitable for the level of the students' proficiency

This research was conducted in two cycles which each cycle consisted of three meetings. However, other researchers may apply more cycles in order to

find more action to improve the students' listening skills. In addition, they can conduct this study in other grades such as in junior or senior high schools so that the findings will be more satisfactory.

## REFERENCES

- Alalou, A., & Chamberlain, E. (1999). Using students' expectations and perceived needs to rethink pedagogy and curriculum: A case study. *Foreign Language Annals* 32, 27-44.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to language Pedagogy*. New York: Pearson Education Company.
- Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education Company.
- Buck, G. 2001. *Assessing Listening*. Cambridge: Cambridge University Press.
- Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. London: Cambridge University Press.
- Burns, A. 2010. *Doing Action Research in English Language Teaching; A Guide for Practitioners*. New York: Routledge.
- Canning, C. & Wilson. 2000. TESL Journal. Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal Vol. VI, No 11, Nov 2000* retrieve from [http://iteslj.org/Articles/Canning-video\\_on November 12](http://iteslj.org/Articles/Canning-video_on_November_12), 2013
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language (3<sup>rd</sup> Ed)*. United States of America: Heinle and Heinle, A Division of Thomson Learning. Inc.
- Harmer, J. 2001. *The Practice of English Language Teaching (3<sup>rd</sup> Ed)*. England: Pearson Education Limited.
- Helgesen, M. and Brown, S. 2007. *Practical English Language Teaching: Listening*. New York: The McGraw-Hill Companies, Inc.
- Herron, C., Corrie, C., Cole, S. P., & Dubreil, S. (2000). Using Instructional Video to Teach Culture to Beginning Foreign Language Students. *CALICO Journal*, 17, 395-430.
- Hutchinson, T. and Waters, A. 1987. *English for Specific Purpose, a learning Centered Approach*. Cambridge: Cambridge University Press.
- Intajuck, Y. Maximizing the Utilization of Video in the EFL/ESL Classroom. Retrieved on 12 November 2013, from <http://lookingahead.heinle.com/Mejia.htm>

- McDonough, Jo, and Shaw, Christopher. 2003. *Materials & Methods in ELT* (2<sup>nd</sup> Ed). New York: Blackwell Publishing.
- McNiff, Jean, Pamela Lomax, & Jack Whitehead. (2003). *You and Your Action Research Project*. 2nd Edition. London: Routledgefalmer.
- Muniandy, B and Veloo, S. 2011. Managing and Utilizing Online Video Clips for Teaching English Language: *Views of TESOL Pre Service Teachers*. Singapore: IACSIT Press.
- Nunan, D. and Carter, R. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Language*. Cambridge: Cambridge University Press.
- Kitajima, R., & Lyman-Hager, M. A. (1998). Theory-driven use of digital video in foreign language instruction. *CALICO Journal*, 16 (1), 37-48.
- Richards, J. C., & Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London : Pearson Education Limited.
- Richards, J. C. & Renandya, W. A. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. New York: Cambridge University Press.
- Wilson, J. J. (2008). *How to Teach Listening*. England: Pearson Education Limited.
- Spratt, M., Pulverness. A., Williams, M. 2005. *The TKT Course*. U.K. Cambridge: Cambridge University Press.

# APPENDICES

# **APPENDIX A**

## **FIELD NOTES**

### FIELD NOTES

NO: FN01

HARI, TANGGAL: Senin, 1 April 2013

JAM: 10

TEMPAT: Ruang Kepala Sekolah

KEGIATAN: Perizinan

Hari ini adalah kali pertama P datang ke sekolah. Sampai di sekolah P menemui Kepala Sekolah. P mengutarakan perihal maksud kedatangannya, yaitu meminta izin melakukan penelitian tindakan kelas di SMP N 1 Mlati dan beliau sangat senang untuk membantu. KS mengizinkan P untuk penelitian di SMP N 1 Mlati. Sebelumnya peneliti telah lama mengutarakan maksud kepada GBI untuk mengadakan penelitian di SMP tersebut.

### FIELD NOTES

NO: FN02

HARI, TANGGAL: Senin, 1 April 2013

JAM: 10.30

TEMPAT: Ruang Guru

KEGIATAN: Diskusi Permasalahan

Setelah mendapat perijinan dari Kepala Sekolah mengenai penelitian yang akan dilakukan, maka P langsung mengutarakan maksud kedatangannya pada GBI untuk melakukan interview seputar masalah yang dihadapi dalam pengajaran bahasa Inggris di SMP N 1 Mlati. Setelah itu P meminta ijin untuk melakukan observasi di kelas. GBI menyetujuinya dan P akan melakukan observasi kelas pada hari Sabtu, 6 April 2013.

### FIELD NOTES

NO: FN03

HARI, TANGGAL: Sabtu, 6 April 2013

JAM: 11.00

TEMPAT: Ruang kelas VII B

KEGIATAN: Observasi

Setelah bell masuk berbunyi, guru, peneliti, dan kolaborator memasuki ruang kelas VII B yang terdiri dari 32 siswa. Siswa duduk dengan rapi dan memberikan salam kepada guru. Guru menjawab salam dan menanyakan kabar siswa. Kemudian guru mempersilahkan peneliti untuk mengambil tempat di kelas bagian belakang dan menjelaskan maksud kedatangan kami di kelas kepada siswa.

Guru memulai pelajaran dengan memberitahukan kepada siswa apa yang akan mereka pelajari hari ini, yaitu tentang *descriptive and procedure texts*

dengan ketrampilan mendengarkan. Untuk tugas pertama, guru menjelaskan bahwa guru akan membacakan teks deskriptif sebanyak tiga kali. Kemudian guru mulai membacakan teks tersebut dan siswa boleh membuat catatan singkat. Guru menjelaskan beberapa kata sukar dalam teks dan memberitahu arti dalam bahasa Indonesia. Guru mengulangi bacaannya sampai ketiga kalinya. Setelah itu, guru membacakan soal yang berjumlah 10 dan siswa harus langsung menuliskan jawabannya di buku mereka. Guru beberapa kali membacakan soal tersebut. Tetapi beberapa siswa tampak masih merasa kebingungan menjawab pertanyaan dan akhirnya bertanya kepada temannya.

Setelah menjawab pertanyaan no 10, siswa diminta untuk menukarkan lembar jawabnya kepada teman yang berbeda meja. Kemudian guru meminta kepada salah satu orang siswa untuk menjawab pertanyaan no 1, tetapi tidak ada satu orang pun yang berani menjawab. Akan tetapi guru terus memberikan motivasi kepada siswa untuk menjadi siswa yang berani dalam melakukan perbuatan baik. Akhirnya beberapa siswa mengangkat tangan secara bersamaan dan berebut untuk menjawab pertanyaan. Suasana menjadi sedikit gaduh karena siswa memiliki jawaban yang berbeda-beda dan menanyakan kepada guru apakah jawabannya benar atau tidak, tetapi guru masih mampu mengendalikan perilaku siswa. Guru dan siswa membahas isi bacaan tersebut dan arti kata-katanya. Guru juga menjelaskan penggunaan grammar yang tepat ketika melihat jawaban siswa yang salah. Setelah selesai mengoreksi semua jawaban, guru mengecek nilai yang diperoleh para siswa. Nilai rata-rata siswa yaitu 6.

Untuk kegiatan selanjutnya, guru melatih *listening skill* siswa dengan melakukan *whispering game*. Siswa dibagi menjadi 4 kelompok. Peraturannya yaitu siswa harus membisikkan suatu kalimat kepada teman disampingnya dan orang yang terakhir harus mengatakan apa yang didengarnya. Kelompok yang menang yaitu kelompok yang menyampaikan info yang sama atau hampir sama dari anggota pertama sampai anggota terakhir. Para siswa menikmati dan bersemangat melakukan permainan ini.

Pada pukul 11.50, guru memberikan tugas lain yang masih berhubungan dengan *listening skill*. Guru membacakan *procedure text* sebanyak dua kali dan siswa dapat membuat catatan singkat. Setelah itu guru membacakan soal berdasarkan tes tersebut. Beberapa siswa masih terlihat bingung karena ada beberapa kosa kata yang tidak mereka ketahui.

Karena jam pelajaran sudah hampir berakhir maka guru memutuskan untuk mengoreksi pekerjaan siswa pada pertemuan selanjutnya. Kemudian guru menutup pelajaran dengan doa dan salam.



### FIELD NOTES

NO: FN04

HARI, TANGGAL: Sabtu, 11 Mei 2013

JAM: 10.35

TEMPAT: Ruang kelas VII B

KEGIATAN: Pre-Test

Pukul 10.35, guru memasuki kelas bersama dengan peneliti dan kolaborator, yang kemudian duduk di bagian belakang kelas. Siswa kemudian duduk rapi dan memberi salam kepada guru, peneliti dan kolaborator. Guru menjawab salam dan menanyakan kabar siswa dengan mengatakan “How are you?”. Kemudian siswa menjawab dengan kompak dan semangat.

Guru memberitahukan maksud dari kedatangan peneliti dan kolaborator, yaitu akan mengadakan pre-test untuk mengukur kemampuan awal siswa. Sebelum memulai pre-test, guru menyuruh siswa untuk mengoreksi PR pertemuan sebelumnya.

Guru bertanya “Apakah ada yang belum mengerjakan PR?”. Siswa menjawab bahwa mereka telah selesai mengerjakan PR. Kemudian guru menyuruh beberapa siswa untuk membacakan soal dan jawaban mereka.

Setelah selesai mengoreksi PR, guru memberikan waktu kepada peneliti dan kolaborator untuk memberikan pre-test. Peneliti memberi salam dan memberitahu tentang pre-test. Peneliti dibantu oleh kolaborator mempersiapkan LCD projector dan speaker yang akan digunakan untuk pre-test. Siswa merasa bingung dengan alat-alat ini. Seorang siswa bertanya “Miss, kok pakai speaker dan LCD buat apa?” Peneliti kemudian menjawab kalau alat-alat ini akan dipakai untuk pre-test dan untuk kegiatan belajar mengajar selanjutnya.

Setelah selesai mempersiapkan alat, peneliti membagikan kertas soal kepada siswa dan menjelaskan apa yang harus dilakukan siswa dalam mengerjakan soal tersebut. Siswa dihibau untuk mengerjakan sendiri karena ini digunakan untuk mengukur kemampuan mereka dan ini tidak akan berpengaruh pada nilai siswa di sekolah.

Setelah siswa paham seluruh bagian soal, peneliti memulai memutar rekaman descriptive text yang pertama. Sebagian siswa bingung memahami rekaman tersebut. Salah satu siswa berkata “Miss, susah.. cepet banget ini. Gak dong”. Kemudian diikuti oleh siswa-siswa lainnya, “Iya Miss, masih banyak yang belum saya kerjakan.” Peneliti kemudian berkata bahwa masih akan memutar rekaman dua kali lagi.

Peneliti memberikan trik dan saran ketika melakukan listening test. Peneliti menyuruh siswa agar tidak panik dan berisik ketika mendengarkan. Peneliti juga memberikan saran agar soal yang susah dilewati dahulu dan fokus mengerjakan soal selanjutnya.

Setelah peneliti selesai memutar untuk soal terakhir, kemudian peneliti menyuruh siswa untuk mengumpulkan lembar jawabnya. Siswa merasa tidak yakin dan puas akan pekerjaannya, “Miss, ada yang belum selesai ini dan banyak

yang ngawur”. Peneliti menanggapi “Iya tidak apa-apa, ini kan pre-test, besok kita bahas bersama pada pertemuan selanjutnya.”

Waktu masih tersisa beberapa menit dan guru meminta peneliti untuk memutar video atau lagu yang disukai siswa. Siswa pun bernyanyi dengan gembira. Pukul 12.10 bel berbunyi, guru menutup pelajaran dan menyuruh ketua kelas untuk memimpin doa.

### FIELD NOTES

NO: FN05

HARI, TANGGAL: Selasa, 14 Mei 2013

JAM: 09.55

PERTEMUAN: 1

TEMPAT: Ruang kelas VII B,

KEGIATAN: Latihan teks deskriptive

Kelas dimulai pada pukul 09.55. Guru, peneliti, dan kolaborator memasuki ruang kelas. Siswa kemudian tenang dan berada di bangku masing-masing. Siswa menyapa guru dengan mengatakan “Good morning, Ma’am”. Guru menjawab salam dan menanyakan kabar siswa. Kemudian guru mempersilakan peneliti untuk memulai pelajaran.

Peneliti membuka pelajaran dengan salam dan doa. Setelah itu peneliti bertanya siapa yang absen hari itu. Semua siswa hadir pada hari itu. Kemudian peneliti mempersiapkan LCD projector dan speaker untuk pelajaran hari itu. Peneliti memberitahu siswa pelajaran apa yang akan di ajarkan hari itu. Para siswa tampak gembira dan semangat karena mereka akan menonton video.

Peneliti menayangkan sebuah gambar tentang Cinderella. Peneliti bertanya, “How does she look like?”. Kemudian siswa menjawab, “She is beautiful. She is nice.” Peneliti mengajukan beberapa pertanyaan agar siswa dapat menyebutkan kata-kata sifat yang akan digunakan dalam pelajaran selanjutnya. Beberapa siswa masih tampak kebingungan mentranslate kata ke dalam bahasa Inggris.

Peneliti kemudian memutar video lagu berjudul “Scary Fellow”. Para siswa menyimak dengan antusias. Kemudian peneliti memutar video tersebut untuk kedua kalinya dan mengajak siswa untuk menyanyikannya secara bersama-sama. Beberapa siswa masih bingung dengan lagu dan artinya. Kemudian untuk mempermudah siswa maka peneliti memperlihatkan lirik dari lagu itu. Setelah siswa merasa cukup memahami lagu tersebut, peneliti menyuruh siswa untuk menyebutkan kata-kata *adjectives* yang terdapat dalam lagu tersebut. Para siswa bersahut-sahutan menjawab pertanyaan.

Kegiatan selanjutnya, peneliti memutar video yang berjudul “Ringgo the Dog”. Siswa mendengarkan dan melihat video tersebut dengan seksama. Beberapa siswa ada yang berisik karena merasa bingung dan tidak

paham dengan kata-kata yang diucapkan dalam video tersebut dan kadang kala siswa tertawa karena adegan lucu dalam video tersebut.

Setelah memutar video, peneliti mengajukan beberapa pertanyaan berkaitan dengan isi cerita pada video tadi. Tetapi hanya beberapa siswa yang mampu menjawab pertanyaan. Beberapa siswa berkomentar, “Miss, kata-kata cepat jadi tidak paham dan sudah lupa juga.” Peneliti kemudian memberikan lembar soal kepada para siswa. Soal tersebut terdiri atas dua macam tipe soal. Yang pertama adalah jawaban singkat dan yang kedua adalah menentukan pernyataan benar atau salah.

Siswa disuruh membaca dan memahami soal-soal tersebut sehingga ketika mendengarkan cerita dapat fokus pada pertanyaan yang ada. Setelah siswa memahami pertanyaan, peneliti memutar video kembali sebanyak dua kali. Beberapa siswa mampu menjawab semua pertanyaan, tetapi beberapa siswa masih ada yang kebingungan karena tidak terbiasa dengan teks lisan bahasa Inggris dan arti beberapa kosakata.

Para siswa diminta untuk menukarkan pekerjaannya dengan teman beda meja. Peneliti meminta siswa secara bergantian untuk menjawab pertanyaan. Siswa tampak masih ragu dan tidak percaya diri dalam menjawab pertanyaan. “Miss jangan pilih saya, kayaknya jawaban saya salah ini?” kata beberapa siswa sebelum menjawab pertanyaan. Kemudian peneliti memberikan nasihat dan menyemangati siswa agar mau menjawab dan berbicara secara keras. Akhirnya mereka menjadi lebih percaya diri ketika disuruh menjawab pertanyaan. Dalam kegiatan mengkoreksi pekerjaan siswa, peneliti juga memutar kembali video tersebut agar siswa mengetahui jawaban yang benar sesuai dengan teks.

Sebagian siswa mendapatkan nilai yang bagus, sebagian lagi merasa kecewa karena jawaban mereka banyak yang salah. Akan tetapi, peneliti terus memberikan motivasi agar tidak merasa putus asa dalam belajar Bahasa Inggris.

Untuk mengajarkan kata-kata sifat, peneliti menggunakan game yang ada di komputer. Melalui tayangan pada LCD projector, siswa diminta untuk memasang gambar dengan kata sifat yang tepat. Siswa dapat bekerja secara berpasangan. Setelah itu peneliti memberikan kesempatan kepada siswa secara bergantian untuk mencoba menyelesaikan game tersebut. Beberapa siswa semangat dalam memainkan game tersebut. Akan tetapi beberapa siswa merasa malu karena tidak terbiasa mengoperasikan komputer dan maju ke depan kelas.

Karena waktu sudah hampir habis, maka peneliti menutup pelajaran dengan menanyakan kesulitan siswa dan membuat kesimpulan pelajaran hari itu. Peneliti juga menanyakan kesan dan pesan siswa selama proses pembelajaran tersebut. Siswa menjawab, “Asyik Miss pelajarannya karena videonya lucu dan bagus.” Siswa yang lain menambahkan, “Tetapi ya ada yang susah-susah juga kata-katanya Miss.” Peneliti bertanya, “Besuk mau pakai video lagi tidak?” Siswa serentak menjawab, “Iya Miss, setiap hari pakai Video aja biar tidak mbosenin.” Setelah bel berbunyi, peneliti menutup dengan salam.

### FIELD NOTES

NO: FN06

HARI, TANGGAL: Rabu, 15 Mei 2013

PERTEMUAN 2

JAM: 07.00

TEMPAT: Ruang kelas VII B

KEGIATAN: Latihan teks descriptive

Pukul 07.00, guru Bahasa Inggris, peneliti dan kolaborator memasuki ruang kelas. Guru Bahasa Inggris dan kolaborator kemudian duduk di bangku paling belakang. Saat ini peneliti bertindak sebagai guru yang mengajar. Ketika memasuki ruang, dengan spontan siswa langsung memberi salam secara bersama-sama. "Good morning, Ma'am, Miss, Mr." Kemudian guru menjawab salam itu "Good morning, Class. How are you today?" Siswa menjawab "I'm fine. Thank you. And you?" Kemudian guru menyuruh ketua kelas untuk memimpin doa. "Who is the captain of this class?" Siswa tampak bingung dengan kalimat ini karena belum pernah mendengar istilah ini sebelumnya. Guru mengulangi pertanyaannya lagi "Who is the captain? Siapa yang menjadi ketua kelas?" Setelah itu siswa baru paham dan menunjuk salah seorang siswa "Azhar". Guru menyuruh ketua kelas untuk memimpin doa, "Azhar, please lead the prayer." Setelah berdoa, guru bertanya, "Who is absent today?" Siswa menjawab, "No one, Miss." Semua siswa hadir dan mereka tampak telah siap dan antusias untuk mengikuti pelajaran.

Setelah selesai menyiapkan media pembelajaran, guru memulai pelajaran dengan menanyakan materi pelajaran hari sebelumnya. Siswa menyebutkan kegiatan dan materi sebelumnya dengan lancar.

Guru memutarakan sebuah video yang berisi cerita Cinderella. Anak-anak tampak menikmati cerita tersebut. Kemudian guru bertanya kepada siswa isi cerita dari video tersebut. Siswa menjawab dengan menebak-nebak dari video yang mereka lihat walaupun mereka kurang paham dengan apa yang dikatakan dari video tersebut. Setelah itu guru membagikan tugas kepada semua siswa. Dari beberapa macam kata sifat, siswa diminta untuk memilih sesuai dengan yang mereka dengar di video tersebut. Beberapa siswa mampu menjawab dengan benar, tetapi beberapa siswa ada yang kurang dan salah dalam memilih jawaban.

Setelah itu, guru memberikan tugas lain yang masih berkaitan dengan video tersebut. Siswa diminta untuk menjawab dengan singkat beberapa pertanyaan. Guru menanyakan kesulitan yang dihadapi siswa. "Miss, kata-katanya cepat banget, jadi susah ini." "Iya Miss, masih banyak yang belum selesai ini," jawab beberapa siswa secara serentak. Akhirnya guru harus memutarakan video beberapa kali lagi karena masih ada beberapa siswa yang kurang paham dengan apa yang mereka dengarkan. Kemudian siswa menukarkan jawaban mereka dengan jawaban teman mereka. Guru menunjuk beberapa siswa yang kurang aktif di kelas untuk menjawab pertanyaan. Siswa tampak ragu-ragu dalam menjawab,

“Miss, salah tidak apa-apa ya?” Beberapa siswa juga kurang percaya diri dalam membaca teks bahasa Inggris sehingga teman-teman mereka kurang mendengar dengan jawaban tersebut. Akhirnya guru memberikan contoh *pronunciation*-nya yang benar agar siswa lebih percaya diri dalam menjawab.

Guru kemudian menjelaskan pola kalimat yang dipakai dalam *descriptive text*. Guru juga memberikan latihan kepada siswa untuk mencari kata-kata kerja yang terdapat dalam video tersebut secara berpasangan. Siswa dapat mencari kosa kata dalam kamus maupun berdiskusi dengan temannya. Ternyata masih banyak siswa yang kurang paham dalam mencari *verbs and auxiliary verbs*. Kemudian siswa dan guru membahasnya secara bersama-sama.

Kegiatan selanjutnya yaitu *guessing game*. Guru menyuruh siswa membuat kelompok yang terdiri atas empat siswa. Guru kemudian membagikan foto personil Coboy Junior kepada seluruh kelompok. Siswa putri tampak senang karena mendapatkan foto para idola mereka, akan tetapi siswa putra kurang senang karena mereka tidak senang dengan personil Coboy Junior yang cakep-cakep. Dengan menggunakan foto tersebut, siswa disuruh memilih satu foto yang kemudian mereka harus mendeskripsikan orang itu dengan menggunakan Bahasa Inggris. Siswa dapat menggunakan beberapa kata *adjectives* yang telah mereka pelajari sebelumnya. Kemudian anggota yang lain mencoba untuk menebak nama personil yang dideskripsikan oleh teman mereka.

Pukul 8.15 guru mengakhiri pelajaran dengan menanyakan kesulitan yang dihadapi siswa dan membuat kesimpulan pelajaran hari itu. Guru juga menanyakan kesan dan pesan siswa selama proses pembelajaran tersebut. Semua siswa menjawab bahwa pelajaran hari itu menyenangkan karena menggunakan video dan game dan berharap bahwa untuk pelajaran hari berikutnya masih menggunakan video dan kegiatan-kegiatan yang menyenangkan.

### FIELD NOTES

NO: FN07

HARI, TANGGAL: Sabtu, 18 Mei 2013

PERTEMUAN: 3

JAM: 10.35

TEMPAT: Ruang kelas VII B

KEGIATAN: latihan teks deskriptive

Guru memasuki kelas bersama dengan peneliti dan kolaborator. Ia kemudian membuka pelajaran dengan menyapa siswa dan kemudian mengecek kehadiran siswa. Setelah itu, guru memberikan waktu kepada peneliti untuk memulai pelajaran. Siswa tampak antusias ketika peneliti mempersiapkan LCD projector dan speakers. Salah satu siswa berinisiatif untuk mengambilkan remote control LCD projector di ruang guru.

Guru memberitahukan siswa apa yang akan mereka pelajari hari ini yaitu tentang jobs. Guru bertanya kepada siswa, “*What do you want to be?*” Siswa langsung bersahut-sahutan menjawab dengan jawaban yang berbeda-beda. Siswa

nampaknya telah banyak memahami *vocabularies* yang berkaitan dengan jobs. Untuk lebih memastikannya, guru menayangkan beberapa gambar menggunakan slide power-point dan menanyakan nama pekerjaan itu beserta tugas-tugasnya. Ada beberapa nama pekerjaan yang belum pernah dimengerti mereka sebelumnya. Guru menyuruh siswa untuk menirukan ucapan guru. Siswa mengikuti dengan suara benar dan keras.

Guru memberikan handout kepada siswa yang berisikan gambar-gambar berbagai macam pekerjaan. Guru kemudian membacakan *statements* yang berkaitan dengan tugas salah satu pekerjaan, setelah itu siswa memilih gambar yang tepat dan meuliskan nama pekerjaan itu dengan tepat. Beberapa siswa masih ada yang menuliskan *spelling*-nya kurang tepat.

Setelah siswa mampu menguasai *vocabularies* tentang *jobs*, guru memutar video lagu yang berisi tentang *jobs*. Siswa melihat videonya dengan antusias dan mencoba memahami isi dari lagu tersebut. Guru memberikan latihan soal dari video tersebut. Siswa disuruh untuk menjodohkan nama orang dengan pekerjaan mereka masing-masing. Setelah memutar untuk yang kedua kalinya, guru bertanya kepada siswa “Have you done?” “Not yet, Miss. Cepet banget lagunya. Repeat once again, Miss.” Beberapa siswa meminta guru untuk memutar lagu itu sekali lagi karena mereka belum selesai mengerjakan. Kemudian mereka mendiskusikan jawaban yang benar bersama-sama. Guru menyuruh siswa menjadi volunteer untuk membacakan jawaban mereka. Tetapi tidak ada siswa yang berani mengangkat tangannya. Sehingga guru harus menunjuk siswa menjawab pertanyaan secara bergantian. Beberapa siswa masih malu-malu dalam memberikan jawabannya.

Dengan menggunakan lagu yang sama, guru memberikan handout lagi yang berisikan lirik lagu tersebut secara acak. Guru memutar video itu dua kali lagi dan siswa disuruh mengurutkan lirik tersebut. Dalam tugas ini, hampir semua siswa mengerjakan dengan tepat.

Untuk membuat suasana lebih menyenangkan, guru menyuruh siswa untuk berdiri dan menyanyikan lagu tersebut secara bersama-sama. Siswa menikmati menyanyikan lagu itu walau kadang mereka tertinggal mengucapkannya karena kata-kata dalam lagu itu cepat.

Kegiatan terakhir yaitu *whispering game*. Guru membagi kelas menjadi empat group, setiap group terdiri atas delapan siswa. Guru menjelaskan cara permainan game tersebut dan siswa memahami aturannya. Guru memberikan sebuah statement yang berkaitan dengan salah satu jenis pekerjaan kepada anggota pertama, kemudian anggota terakhir harus menebak nama pekerjaannya secara tepat. Semua siswa nampak bersemangat mengikuti permainan ini dan mereka berharap akan menjadi grup pertama yang selesai dan menjawab dengan tepat. Suasana menjadi lebih gaduh karena ada group putra yang melanggar peraturan. “Miss, kelompok itu curang tu. Beberapa siswa protes dengan tindakan tersebut. Guru kemudian membuat keputusan bahwa group yang curang maka akan dikurangi nilainya. Siswa menyetujuinya dan permainan berjalan lebih kondusif lagi. Setelah berjalan sebanyak empat kali putaran dan jam pelajaran sudah hampir selesai, guru menyudahi permainan tersebut, tetapi siswa nampak kecewa karena mereka masih ingin main lagi.

Sebelum menutup pelajaran, guru menanyakan kesan-kesan siswa selama proses pembelajaran berlangsung. Semua siswa menjawab bahwa hari ini sangat menyenangkan karena lagunya bagus, video dan gambarnya menarik, dan permainannya sangat seru. Selain itu, guru dan siswa juga membuat refleksi pembelajaran pada hari itu. Setelah itu guru menutup dengan salam. Seperti biasa guru membereskan media yang dipakai dan dibantu oleh beberapa siswa dengan suka rela.

### FIELD NOTES

NO: FN08

HARI, TANGGAL: Selasa, 21 Mei 2013

PERTEMUAN: 4

JAM: 09.55

TEMPAT: Ruang kelas VII B

KEGIATAN:

Peneliti masih bertindak sebagai guru bahasa Inggris dalam pertemuan kali ini. Dia memasuki ruang kelas bersama guru pengampu bahasa Inggris dan kolaborator dengan disambut salam oleh para siswa. Peneliti memulai pelajaran dengan salam, menanyakan kabar siswa dan menanyakan kehadiran siswa. Setelah itu, dibantu oleh kolaborator, dia mempersiapkan media pembelajaran. Siswa tampak bersemangat mengikuti pelajaran bahasa Inggris.

Peneliti menanyakan sebuah lagu yang berasal dari program *Primary i-Dictionary* dengan topic Verbs yang berjudul *I Have a Shower*. Siswa antusias memperhatikan dan menyimak lagu tersebut. Kemudian guru memberikan tugas kepada siswa. Tugas pertama, siswa disuruh untuk melengkapi lirik dari lagu itu. Siswa merasa senang karena dapat mengerjakan soal-soal tersebut dengan mayoritas benar.

Untuk tugas kedua, guru masih menggunakan software yang sama, tetapi kali ini mengambil bagian game. Pada tahap awal, guru membagikan soal kepada siswa yang berisi gambar-gambar dan kata kerja sebagai pilihannya. Siswa diminta untuk memilih kata kerja yang sesuai kemudian menjodohkan dengan gambar yang ada. Beberapa siswa merasa kebingungan memilih kata kerja yang tepat karena ada beberapa *vocabularies* yang mereka tidak ketahui. Kemudian guru menyuruh siswa untuk mencari kata-kata sukar dalam kamus mereka.

Setelah selesai mengerjakan tugas itu, mereka mengoreksi jawaban bersama-sama dengan memainkan game yang ada di laptop. Guru menyuruh siswa untuk menjadi volunteer; akan tetapi, siswa hanya diam dan merasa tidak percaya diri. Untuk memecahkan masalah tersebut, guru memberi tahu siswa bahwa siswa yang menjadi volunteer akan mendapatkan skor tambahan. Mendengar hal itu, siswa langsung berebut untuk menjadi volunteer dan menjawab pertanyaan itu meskipun mereka masih belum terbiasa menggunakan laptop dan tidak yakin dengan jawaban mereka.

Tugas selanjutnya, siswa diminta untuk mendengarkan beberapa kalimat dan menuliskan apa yang mereka dengar. Guru harus memutar kembali karena kalimat itu dirasa terlalu cepat oleh siswa. Kemudian mereka mendiskusikan bersama tugas itu. Guru juga menyangkan tulisan yang tepat karena masih banyak siswa yang salah dalam penulisan ejaannya.

Dalam tahapan *pre-listening* untuk video berikutnya, guru memberikan gambar-gambar binatang kepada siswa yang nantinya akan digunakan dalam tahapan *while-listening*. Siswa diminta untuk menjodohkan gambar itu dengan nama yang sesuai. Siswa senang karena gambarnya yang berwarna dan menarik serta merasa familiar dengan binatang-binatang tersebut meskipun ada beberapa nama yang baru mereka ketahui.

Setelah siswa mengetahui *vocabularies* yang akan digunakan serta memiliki *background knowledge* tentang apa yang akan mereka dengarkan, guru memutar video yang berjudul *Twin's Week* yang diambil dari [Britishcouncil.org](http://Britishcouncil.org). Siswa tampak menikmati video tersebut. Kemudian siswa diminta untuk menyebutkan binatang yang ada dalam video tersebut dan mencari ide pokok dari cerita tersebut.

Guru kemudian memberikan lembar kertas soal yang terdiri atas tiga macam tugas. Tugas yang pertama adalah siswa diminta untuk menjawab dengan jawaban singkat, tugas kedua adalah siswa diminta untuk menjodohkan nama-nama hari dengan binatang yang tepat. Dan tugas yang terakhir, siswa diminta untuk mencari satu kata yang salah dalam kalimat kemudian menuliskan kata yang benar sesuai dengan rekaman. Untuk tugas yang terakhir ini masih ada beberapa siswa yang salah menjawab.

Dalam kegiatan mengoreksi pekerjaan siswa, guru masih menggunakan teknik yang sama agar seluruh siswa dapat aktif dalam kegiatan belajar-mengajar yaitu dengan cara memberikan skor tambahan yang diberikan kepada siswa yang mau menjawab pertanyaan. Akan tetapi, siswa yang telah menjawab tidak boleh menjawab lagi sehingga seluruh siswa mempunyai kesempatan yang sama. Setelah dinilai, nilai rata-rata dari seluruh siswa yaitu 7.7.

Setelah itu, guru menjelaskan mengenai deskriptif teks dengan menggunakan kalimat yang ada dalam video tersebut. Guru juga memberikan kesempatan kepada siswa untuk mengajukan pertanyaan apabila mereka menemui kesulitan atau belum paham mengenai deskriptif teks. Setelah siswa memahami penjelasan dari guru dan tidak ada siswa bertanya lagi, guru memberikan soal kepada masing-masing siswa. Siswa diminta untuk memilih satu dari tiga kata kerja yang tepat dari setiap kalimat dengan memperhatikan subyek dan predikatnya. Beberapa siswa merasa kebingungan dengan struktur kalimat bahasa Inggris yang benar, akhirnya guru memperbolehkan siswa untuk berdiskusi dengan temannya dan mencari kata-kata sukar dalam kamus.

Berhubung waktu telah hampir habis, maka guru menanyakan kesulitan yang masih dihadapi siswa. Setelah semua pertanyaan terjawab, guru mengajak siswa untuk membuat rangkuman pelajaran hari itu. Selain itu, guru juga menanyakan kesan pembelajaran hari itu dan meminta pesan dari siswa untuk pelajaran pertemuan selanjutnya. Siswa merasa senang dengan pelajaran hari itu



dengan pemakaian video lagu dan cerita pendeknya. Siswa juga merasakan bahwa pelajarannya mudah untuk diikuti.

### FIELD NOTES

NO: FN09

HARI, TANGGAL: Rabu, 22 Mei 2013

PERTEMUAN: 5

JAM: 07.00

TEMPAT: Ruang kelas VII B,

KEGIATAN: Latihan teks deskriptive

Guru, peneliti dan kolaborator memasuki kelas pukul 07.00. Siswa telah bersiap ditempat duduk mereka masing-masing dan memberikan salam “Good morning, Ma’am, Miss, Mr.” Peneliti sebagai guru yang mengajar saat itu menjawab salam dan menanyakan kabar siswa, “Good morning, Class. How are u?” Siswa merespon “I am fine, thank you.” Guru kemudian memulai pelajaran dengan menyuruh ketua kelas memimpin doa, “Captain, please lead the prayer.” Sekarang siswa lebih terbiasa dengan penggunaan classroom English. Kemudian ketua kelas VIIB langsung memimpin doa dengan bahasa Inggris. Selanjutnya guru mengecek kehadiran siswa. Hari itu semua siswa hadir. Sebelum memberikan materi baru, guru menanyakan materi pertemuan sebelumnya untuk mengetahui apakah mereka masih ingat atau tidak. Ternyata siswa mampu menyebutkan materi dan kegiatan pertemuan sebelumnya dengan lancar.

Dalam tahapan *pre-listening*, guru memberikan sebuah gambar, siswa diminta untuk menyebutkan benda-benda yang ada dalam gambar tersebut kemudian mendeskripsikan menggunakan kata-kata *prepositions*. Disamping itu, guru memberikan beberapa pertanyaan yang berkaitan dengan gambar tersebut. Siswa mampu menyebutkan beberapa kata *prepositions* meskipun ada beberapa yang masih salah dan lupa.

Setelah siswa mengetahui *vocabularies* dan memiliki *background knowledge* yang akan dipakai dalam tahapan *while-listening*, guru memutarakan sebuah video lagu dengan judul *Who is it?* yang diambil dari software *Primary i-Dictionary* dengan topik *Prepositions*. Siswa menikmati lagu tersebut, siswa juga merasa senang karena lagu dan videonya menarik serta mudah untuk dipahami. Selanjutnya guru memberikan tugas kepada siswa untuk mencari kata-kata preposisi yang terdapat dalam video tersebut. Sehingga dalam pemutaran video selanjutnya, siswa fokus pada kata-kata preposisi. Sebagian besar siswa telah benar menjawab dan menyebutkan kata preposisi yang ada, tetapi ada beberapa kata preposisi yang belum mereka masukkan karena mereka belum tau bahwa itu termasuk kata preposisi.

Untuk meningkatkan *mood* siswa dalam mengikuti pelajaran bahasa Inggris, guru membuat suasana yang lebih *fun*. Guru mengajak siswa untuk menyanyikan lagu tersebut bersama-sama dan berdiri dari bangku mereka. Untuk mempermudah mereka dalam menyanyikan lagu tersebut; maka guru menampilkan lirik dari lagu itu. Siswa tampak senang menyanyikan lagu tersebut

meskipun pada mulanya mereka merasa kurang percaya diri dalam mengucapkan kalimat bahasa Inggris. Mereka menyanyikan lagu tersebut sebanyak tiga kali sehingga pada nyanyian terakhir mereka terlihat sangat bersemangat karena sudah mengetahui mengucapkan kata dengan benar dan hampir lafal dengan lagu serta liriknya.

Untuk tugas terakhir yaitu pada tahapan *post-listening*, siswa diminta untuk melengkapi sebuah kalimat dengan menggunakan kata preposisi yang tepat sesuai dengan gambar yang ada. Siswa mengerjakan tugas itu dengan cepat karena sekarang mereka telah memahami bermacam-macam jenis kata preposisi. Game ini juga masih diambil dari software *Primary i-Dictionary* dengan tapik *Prepositions*. Setelah siswa selesai mengerjakan tugas tersebut, guru menyuruh siswa sebagai *volunteer* untuk memainkan game tersebut di depan teman-temannya menggunakan laptop. Siswa yang maju akan diberikan skor tambahan. Siswa berebut untuk maju, sehingga guru mengambil kebijakan dengan memberikan kesempatan kepada siswa yang jarang aktif di kelas.

Sebelum mengakhiri pelajaran, guru dan siswa membuat rangkuman dan refleksi selama pelajaran tersebut. Guru menanyakan “Do you like the song?” Semua siswa menjawab, “Yes, I like the song, Miss.” Siswa merasa kecewa karena waktu pelajaran telah selesai. Kemudian guru menutup dengan salam.

### FIELD NOTES

NO: FN10

HARI, TANGGAL: Selasa, 28 Mei 2013

PERTEMUAN: 6

JAM: 09.55

TEMPAT: Ruang kelas VII B,

KEGIATAN: Latihan teks deskriptive

Guru bahasa Inggris, peneliti dan kolaborator memasuki kelas. Setelah mengetahui kehadiran mereka, siswa langsung kembali ke bangku mereka masing-masing. Kali ini peneliti tetap bertindak sebagai guru yang mengajar bahasa Inggris. Dia membuka pelajaran dengan salam, mengecek kehadiran dan menanyakan materi pertemuan sebelumnya. Seperti biasanya, siswa nampak lebih bersemangat mengikuti pelajaran bahasa Inggris karena mereka akan menggunakan video lagi. Guru mempersiapkan media pembelajaran dibantu oleh para siswa.

Pada tahapan *pre-listening*, siswa diberikan sebuah gambar dan diminta untuk mendeskripsikan gambar tersebut menggunakan kata-kata preposisi. Saat ini siswa lebih mahir dalam mendeskripsikan sesuatu karena mereka telah memiliki banyak *vocabularies* dan mengetahui struktur teks *descriptive* yang telah mereka pelajari pada pertemuan-pertemuan sebelumnya.

Pada tahapan *while-listening*, guru memberikan 10 soal pilihan ganda. Siswa diminta untuk memahami pertanyaan tersebut sebelum mereka mendengarkan rekaman. Setelah itu, guru memutar video yang berisi cerita

pendek dengan judul *Bat's House* yang diambil dari software *Primary i-Dictionary* dengan topik *Prepositions*. Dalam mengerjakan tugas listening yang terakhir ini, siswa terlihat memiliki peningkatan *listening skills* karena dalam nilai rata-ratanya 8.34.

Pada tahapan terakhir yaitu *post-listening stage*, siswa diberikan beberapa gambar ruang sebuah rumah. Dengan menggunakan gambar-gambar tersebut, satu per satu, siswa membuat kalimat yang mendeskripsikan gambar tersebut. Mereka harus menggunakan kata preposisi yang berbeda. Disamping itu, siswa tidak boleh menggunakan kalimat yang sama, sehingga mereka harus memperhatikan temannya yang sedang berbicara. Pada awalnya siswa sedikit merasa bingung, tetapi karena guru memberikan beberapa contoh akhirnya mereka mampu membuat kalimat deskriptif itu sendiri. Siswa yang telah membuat kalimat akan mendapatkan skor, sehingga akan terlihat mana siswa yang belum berpartisipasi aktif dalam kegiatan kelas. Akhirnya semua siswa mampu menyelesaikan tugas tersebut dengan baik. Setelah itu mereka membuat rangkuman dari materi hari itu.

Sebelum menutup pelajaran, guru menyampaikan bahwa ini adalah pembelajaran terakhir bersama peneliti dan untuk pertemuan selanjutnya mereka akan mengadakan post-test. Guru juga menanyakan kesan dan pesan selama mengikuti pelajaran selama ini bersama peneliti. Semua siswa berpendapat bahwa mereka merasa senang, disamping itu mereka merasa bahwa materinya sangat menarik dan pas untuk mereka. Siswa merasa sedih karena mereka telah menikmati pelajaran bahasa Inggris dengan cara baru yang menyenangkan yaitu dengan menggunakan media misalnya video, song dan game dari computer. Akan tetapi peneliti memberikan semangat kepada mereka untuk tetap mencintai pelajaran bahasa Inggris karena guru bahasa Inggris mereka juga akan menerapkan metode yang sama dan lebih baik yaitu dengan menggunakan song, video, cerita, dan permainan.

# **APPENDIX B: INTERVIEW TRANSCRIPTS**

## INTERVIEW TRANSCRIPT 1

**1 April 2013**

**Ruang guru SMP N 1 Mlati**

**P: Peneliti**

**GBI: Guru Bahasa Inggris**

P: Assalamu'alaikum, Bu.

GBI: Walaikum salam, Mbak. Sini masuk. Bagaimana kelanjutan penelitiannya, Mbak. Jadi penelitian di sekolah ini kan?

P: Iya Bu. Jadi begini, Bu. Saya mau bertanya tentang kesulitan-kesulitan siswa dalam belajar bahasa Inggris.

GBI: Oh ya, bagaimana, Mbak?

P: Kalau saya lihat berdasarkan pengalaman PPL saya kemarin, sepertinya dari 4 *skill*, *listening skill* itu yang paling jarang diajarkan ya Bu?

GBI: Iya Mbak benar. Biasanya yang paling sering itu *reading* dan *writing*.

P: Menurut Ibu, bagaimana kemampuan mendengarkan para siswa? Sudah baik atau masih kurang Bu?

GBI: Masih kurang lah Mbak.

P: Biasanya cara mengajarkan *listening skill* di kelas bagaimana, Bu?

GBI: Biasanya saya ambil dari bacaan, terus saya bacakan ceritanya kemudian siswa menjawab beberapa pertanyaan."

P: Kalau materinya berasal dari mana saja ya?

GBI: Materinya dari buku paket dan LKS.

P: Kalau untuk media misalnya speaker atau LCD, pernah digunakan belum ya?

GBI: Belum. Masalahnya untuk mencari teks lisan yang pas untuk anak susah.

P: Kalau dari buku paket juga tidak tersedia kaser recording nya ya, Bu?

GBI: Iya, tidak ada. Adanya hanya transkrip teksnya.

P: Kalau dilihat dari motivasi anak belajar bahasa Inggris bagaimana, Bu?

GBI: Ya masih rendah, Mbak. Biasanya anak mudah bosan. Mungkin kalau ada teknik mengajar yang menarik, siswa akan lebih antusias dengan pelajaran.

P: Jadi begini, Bu. Berdasarkan pengalaman PPL saya di sekolah ini, sepertinya siswa akan lebih tertarik mengikuti pelajaran jika menggunakan video, Bu.

GBI: Oh iya, Mbak. Seperti pas Mbak ngajar PPL itu anak-anak terlihat semangat sekali kalau memakai Video.

P: Iya, Bu. Sepertinya video sangat cocok untuk diterapkan dalam proses pembelajaran khususnya *listening skills*.

GBI: Iya, Mbak. Bagus itu. Kebetulan sekali sekarang di setiap kelas sudah dilengkapi dengan LCD, jadi kalau mau memakai LCD tidak usah naik-turun ke Lab Bahasa. Biasanya kan lab bahasa juga digunakan barengan sama kelas lain.

P: Wah berita baik itu, Bu. Jadi guru bisa menyampaikan pelajaran menarik terus kalau setiap saat bisa menggunakan LCD.

GBI: Iya, Mbak. Tapi saya agak kesusahan dalam mencari teks bahasa Inggris.

P: Ini saya sudah punya beberapa, Bu. Dan masih mencari lagi. Iya, memang susah mencari teks bahasa Inggris untuk anak SMP kelas VII.

GBI: Masalahnya mereka itu kan anak-anak bukan, dewasa juga belum.

P: Oh iya, Bu. Saya mau melakukan observasi kegiatan belajar mengajar lagi. Kira-kira jadwalnya kapan ya, Bu?

GBI: Besuk Sabtu tanggal 6 April saja. Saya ada jadwal mengajar jam 11.

P: Baik, Bu. Kalau begitu terima kasih banyak atas waktunya ya, Bu. Besuk saya kabari lagi terkait dengan penelitian saya.

GBI: Iya, Mbak. Saya senang bisa membantu dan penelitian ini pasti juga bermanfaat besar bagi saya. Iya, saya tunggu kabar selanjutnya.

## INTERVIEW TRANSCRIPT 2

**Sabtu, 6 April 2013**

**Setelah Observasi**

**Ruang guru SMP N 1 Mlati**

**P: Peneliti**

**GBI: Guru Bahasa Inggris**

P: Maaf, Bu. Saya mau wawancara sebentar berkaitan dengan observasi saya tadi Bu.

GBI: Iya, Mbak. Bagaimana menurut Mbak Wati cara mengajar saya tadi?

P: Sudah bagus, Bu. Tetapi beberapa siswa masih ada yang terlihat kurang bersemangat mengikuti pelajaran ya, Bu.

GBI: Iya. Meningkatkan motivasi siswa memang agak susah Mbak.

P: Tadi siswa juga terlihat kurang percaya diri dalam menjawab pertanyaan.

GBI: Iya. Mereka takut salah jadi tidak berani bicara yang keras. Kalau untuk *activities*-nya bagaimana Mbak?

P: Mungkin bisa di variasi Bu. Jadi siswa tidak bosan. Misalnya *game in pairs or in groups*.

GBI: Terus Mbak Wati mau mulai penelitian kapan?

P: Saya mengikuti Ibu saja. Tetapi lebih cepat lebih baik, Bu.

GBI: Cepetan saja Mbak. Masalahnya beberapa minggu lagi sudah ujian.

P: Baik, Bu. Bagaimana kalau di mulai minggu depan saja Bu.

GBI: Iya. Tidak apa-apa. Tahapan penelitiannya bagaimana Mbak?

P: Untuk tahap awal akan ada pre-test dulu, Bu. Kemudian akan ada dua Cycles. Setiap Cycle terdiri dari tiga kali pertemuan. Dan terakhir Post-test. Tetapi nanti bisa disesuaikan kalau ada yang perlu dirubah, Bu.

GBI: Oh ya. Bagus itu. Besuk menyesuaikan keadaan saja. Ini jadwal pelajaran bahasa Inggris.

P: Terima kasih, Bu. Kalau begitu, saya mohon izin pamit dulu ya, Bu. Terima kasih banyak atas waktunya.

GBI: Iya, Mbak. Sama-sama.

## INTERVIEW TRANSCRIPT 3

**Sabtu, 6 April 2013**

**Setelah Observasi**

**Ruang Kelas VII B**

**P: Peneliti**

**S: Siswa (Azhar)**

P: Dik Azhar, Miss Wati mau tanya-tanya sebentar ya mengenai pembelajaran bahasa Inggris di kelas.

S: Iya, Miss.

P: Apakah dik Ashar suka pembelajaran bahasa Inggris?

S: Ya lumayan lah.

P: Apakah menurut Adik bahasa Inggris itu susah?

S: Iya.  
 P: Di dalam pembelajaran bahasa Inggris ada 4 macam skills meliputi mendengarkan, berbicara, membaca dan menulis. Menurut Adik yang paling susah yang mana?  
 S: Yang mendengarkan, Miss.  
 P: Mengapa?  
 S: Ya kalau mendengarkan bacaan dari guru itu biasanya susah dimengerti.  
 P: Banyak vocab yang tidak diketahui ya?  
 S: Iya, Miss. Bingung artinya apa.  
 P: Bagaimana biasanya cara guru mengajarkan materi Listening/mendengarkan?  
 S: Biasanya guru membacakan cerita, terus nanti disuruh menjawab soal-soal.  
 P: Apakah guru menggunakan media misalnya tape atau video dalam pembelajaran?  
 S: Tidak pernah.  
 P: Menurut pendapat Adik, pembelajaran bahasa Inggris itu seharusnya bagaimana?  
 S: Ngajarnya tambah menarik aja biar tidak bosan.

#### INTERVIEW TRANSCRIPT 4

**Sabtu, 6 April 2013**

**Setelah Observasi**

**Ruang Kelas VII B**

**P: Peneliti**

**S: Siswa (Diah)**

P: Dik Diah, apakah Adik suka dengan pelajaran bahasa Inggris?  
 S: Lumayan, Miss.  
 P: Bahasa Inggris itu susah tidak?  
 S: Kadang ada yang gampang, kadang susah.  
 P: Kalau dari skills Listening, Speaking, Reading dan Writing, apakah Listening itu juga susah?  
 S: Iya.  
 P: Biasanya guru mengajar Listeningnya bagaimana?  
 S: Guru membaca cerita dari buku, terus nanti dikasi soal.  
 P: Apakah guru menggunakan media misalnya tape atau video?  
 S: Tidak pernah.  
 P: Kalau seumpama pembelajarannya pakai video kira-kira bagaimana?  
 S: Sepertinya bakal menarik itu Miss.  
 P: Harapan untuk pembelajaran bahasa Inggris bagaiman Dik?  
 S: Kalau bisa materinya yang menarik Miss. Jangan Cuma dari buku terus.

#### INTERVIEW TRANSCRIPT 5

**Selasa, 14 Mei 2013**

**Pertemuan ke 1**

**Ruang guru SMP N 1 Mlati**

**P: Peneliti**

**K: Kolaborator**

P: Jadi bagaimana menurut kamu, dari implementasi tadi?  
 K: Kalau menurut aku sih udah berhasil ya, anak-anak sangat menikmati pelajarannya.

P: Selain itu apakah ada indikator lain yang menunjukkan bahwa implementasinya telah berhasil?

K: Ya anak-anak terlihat tidak bosan dengan pelajarannya sampai akhir. Mereka juga antusias jika ada tugas baru.

P: Hm . Iya ya. Aktivitasnya bagaimana tadi?

K: Ya sudah lumayan lah. Tapi mungkin karena mereka belum terbiasa dengan model rekaman jadi masih banyak yang merasa kesulitan.

P: Menurut pendapatmu bagaimana dengan lagunya tadi?

K: Lagunya menarik kok. Tapi suaranya kurang keras. Jadi siswa yang dibelakang tidak mendengar dengan jelas?

P: Saya telah memaksimalkan suaranya tetapi tidak bisa menjadi lebih keras. Mungkin dikarenakan *file*-nya?

K: Untuk pertemuan selanjutnya kamu harus mencari file yang sesuai; sehingga, seluruh siswa dapat mendengarnya dengan jelas .

P: Pas bagian game yang anak-anak disuruh maju bagaimana?

K: Saya rasa anak-anak masih merasa malu-malu ya kalau disuruh maju kedepan kelas.

P: Iya. Mungkin karena belum terbiasa saja. Okay, thanks ya..

## INTERVIEW TRANSCRIPT 6

**Selasa, 14 Mei 2013**

**Pertemuan ke 1**

**Ruang guru SMP N 1 Mlati**

**P: Peneliti**

**G: Guru**

P: Bu, bagaimana pendapat ibu tentang pengajaran tadi?

G: Menurut saya sudah bagus, mbak. Materinya menarik-menarik. Videonya lucu dan mudah dipahami oleh siswa.

P: Jadi menurut Ibu pelajaran tadi sudah mampu meningkatkan motivasi siswa dalam belajar Bahasa Inggris ya, Bu?

G: Iya, Mbak. Anak-anak semuanya memperhatikan selama pelajaran berlangsung. Tidak ada yang mainan atau ngobrol sendiri.

P: Kalau *activities* nya bagaimana, Bu?

G: Menarik kok. Tadi kan bermacam-macam, ada gambar-gambarnya, *song*, *story*, and *game*, jadi siswa tidak bosan.

P: Apakah ada materi yang tidak sesuai dengan siswa, Bu?

G: Sudah pas, tapi mungkin pas awal tadi anak-anak tidak begitu paham dengan lagunya karena belum terbiasa mendengar pelafalan native Inggris, jadi agak susah.

P: Iya, Bu. Tapi setelah mereka melihat lirik lagunya, mereka langsung bisa nyanyi bersama. Kalau penggunaan medianya bagaimana, Bu?

G: Full technology, menarik sekali mbak. Kita jarang-jarang menggunakan LCD. Ternyata menarik sekali kalau setiap pelajaran bisa memanfaatkan LCD. Tadi game-nya juga memberikan kesempatan siswa untuk belajar menggunakan laptop.

P: Iya benar, Bu. Biar melatih siswa dengan penggunaan *technology*. Kalau dilihat-lihat, tadi masih banyak siswa yang masih malu-malu untuk aktif dalam menjawab pertanyaan ya, Bu?

G: Iya, mbak. Biasa itu. Mereka kurang percaya diri kalau disuruh menjawab pertanyaan apalagi disuruh maju mengerjakan di depan kelas. Mungkin merasa takut kalau salah.



P: Tapi kalau sudah terbiasa pasti mereka lebih percaya diri, Bu. Tadi saya menunjuk siswa secara bergantian juga, agar yang menjawab tidak siswa yang itu itu saja. Jadi semua siswa mendapatkan kesempatan yang sama untuk menjawab pertanyaan, Bu. Untuk pertemuan selanjutnya apakah ada saran dan kritik, Bu?

G: Mungkin untuk audionya kalau bisa yang lebih keras saja Mbak. Karena tadi dari belakang ada yang kurang begitu jelas. Untuk materi dan *activitie*-snya sudah baik kok.

P: Baik, Bu. Terima kasih atas saran dan komentarnya.

### INTERVIEW TRANSCRIPT 7

**Selasa, 14 Mei 2013**

**Pertemuan ke 1**

**Ruang kelas VII B**

**P: Peneliti**

**S: Siswa (Diah)**

P: Halo, dek Diah, Miss mau tanya-tanya sebentar ya?

S: Iya, Miss.

P: Menurut Adek, bagaimana pelajarannya tadi? Menarik tidak?

S: Menarik banget, Miss.

P: Mengapa?

S: Ya tadi kan menggunakan video jadi lebih seru dari pelajaran biasanya.

P: Tadi pas mengerjakan soal-soalnya bisa tidak?

S: Pas awalnya susah, Miss. Apalagi pas yang diputar pertama tadi tanpa video, susah banget. Bingung dengan apa yang dikatakan.

P: Setelah ada videonya bagaimana?

S: Jadi lebih gampang, Miss. Bisa sedikit tau dari cerita videonya. Tapi ya masih ada beberapa jawaban yang salah.

P: Tidak apa-apa dek. Kan masih belajar. Besuk kalau sudah terbiasa dengan teks listening pasti akan lebih gampang. Untuk pertemuan selanjutnya ada saran tidak, dek?

S: Ya, tetap pakai video aja, Miss. Seru kok. Lagu dan game-nya di computer tadi juga bagus.

P: Ok, terima kasih dek Diah.

### INTERVIEW TRANSCRIPT 8

**Selasa, 14 Mei 2013**

**Pertemuan ke 1**

**Ruang kelas VII B**

**P: Peneliti**

**S: Siswa (Azhar)**

P: Dek Azhar, bagaimana pelajarannya tadi? Seru tidak?

S: Iya, Miss. Seru banget.

P: Yang paling seru pas bagian apa?

S: Pas Ringgo story. Lucu, Miss.

P: Bisa mengerjakan soal-soalnya tidak?

S: Ada yang bisa, ada yang tidak Miss. Tapi tadi pas dikoreksi banyak yang bener kok.

P: Tadi pas game, ikut maju ya? Susah tidak?

S: Ada yang susah, ada yang tidak. Kan ada kata-kata yang belum paham artinya. Jadi tadi saya pilih saja yang gampang.

P: Untuk pertemuan selanjutnya ada saran tidak dek?

S: Ya sering-sering pakai video aja, Miss. Biar tidak bosan.

P: Ok, dek. Makasih ya..

### INTERVIEW TRANSCRIPT 9

**Rabu, 15 Mei 2013**

**Pertemuan ke 2**

**Perpustakaan SMP N 1 Mlati**

**P: Peneliti**

**K: Kolaborator**

P: Bagaimana pendapatmu mengenai implementasi pelajaran tadi?

K: Secara keseluruhan sudah bagus kok. Videonya juga sebetulnya mudah untuk didengarkan dan dipahami.

P: Tapi tadi siswa masih banyak yang salah pas mengerjakan soalnya ya?

K: Iya. Mungkin mereka cuma kurang terbiasa dengan *listening text* saja masih pada bingung.

P: Sepertinya siswa masih banyak yang kurang tau arti dari kata-katanya jadi mereka jawabnya salah.

K: Iya. Mereka memang belum banyak menguasai *vocabularies*.

P: Tapi menurut kamu apakah dengan metode tadi motivasi mereka semakin bertambah?

K: Iya. Siswa jadi semakin aktif, tidak mainan sendiri, tidak ngobrol sendiri karena mereka harus berkonsentrasi mendengarkan. Mereka juga kelihatannya senang kok dengan penggunaan LCD projector dalam pembelajaran Bahasa Inggris.

P: Kalau dari activitiesnya bagaimana? Menarik tidak?

K: Menarik kok. Ada *story and game* juga. Tapi tadi siswa putra banyak yang protes dengan pemilihan foto Coboy Junior, jadi mungkin lain kali kita harus memberikan banyak variasi dan menyesuaikan dengan kesenangan tiap-tiap individu yang berbeda-beda. Kalau yang putra dikasih foto nya JKT48 pasti mereka senang.

P: O, iya ya. Saya pilih Coboy Junior thu biar mereka tidak kebingungan memilih dan gambarnya cukup 4 saja. Kalau JKT48, nanti gambarnya juga harus 48 wah repot itu.

K: Iya, betul juga.

P: Menurut kamu bagaimana keaktifan siswa dalam pelajaran.

K: Mereka rajin-rajin kok kalau ada tugas. Selalu dikerjakan, walau kadang masih ada yang mencontek pekerjaan temannya. Ya mungkin karena tidak tau jawabannya, jadi mereka bertanya.

P: Sepertinya masih kurang percaya diri ya mereka kalau menjawab pertanyaan?

K: Beberapa ada yang iya.

P: Ok. Thanks ya..

### INTERVIEW TRANSCRIPT 10

**Rabu, 15 Mei 2013**

**Pertemuan ke 2**

**Ruang kelas VII B****P: Peneliti****S: Siswa (Dimas)**

P: Dik Dimas, Miss Wati boleh tanya-tanya sebentar?

S: Iya, Miss. Tentang apa?

P: Menurut Adik, pembelajarannya tadi bagaimana? Senang tidak?

S: Senang, Miss.

P: Videonya tadi menarik tidak?

S: Iya menarik, Miss. Ceritanya lucu.

P: Pas mengerjakan soal tadi bisa tidak, dik?

S: Ada yang bisa, ada yang tidak, Miss. Susah, Miss. Ngomongnya cepet banget.

P: Tadi kan sudah di putar beberapa kali, dik?

S: Iya, tapi artinya tidak tau, jadi jawabnya salah.

P: Kalau pas describing your idol gimana? Bisa tidak?

S: Bisa, Miss. Kan tinggal memilih kata sifata yang dulu pernah diajari Miss.

P: Untuk pertemuan selanjutnya masih pingin pakai video lagi tidak dik?

S: Pakai, Miss. Setiap hari pakai video saja Miss. Biar seru.

P: Ok, dik Dimas. Besuk pelajarannya bakal tambah seru deh. *Thanks* ya.S: *Your welcome*, Miss.**INTERVIEW TRANSCRIPT 11****Rabu, 15 Mei 2013****Pertemuan ke 2****Ruang kelas VII B****P: Peneliti****S: Siswa (Kikin)**

P: Dik Kikin, tadi senang tidak dengan pelajaran bersama Miss Wati?

S: Senang, Miss.

P: Videonya tadi bagus tidak?

S: Iya bagus kok. Tapi cinderellanya kok tidak cantik ya Miss.

P: Mbosenin tidak?

S: Tidak.

P: Kalau sama cerita yang kemarin, bagus yang mana?

S: Yang tadi, Miss. Tadi suaranya juga lebih keras, jadi lebih mudah dipahami.

P: Kalau pas tadi disuruh mendeskripsikan Coboy Junior bisa tidak?

S: Bisa.

P: Guessing-nya benar tidak?

S: Ya kalau temenku bisa njelasiinya, kita bisa, Miss. Tapi ada yang susah juga.

P: Ok, dik. Thanks ya.

S: Ok, Miss.

**INTERVIEW TRANSCRIPT 12****Sabtu, 18 Mei 2013****Pertemuan ke 3**

**Perpustakaan SMP N 1 Mlati**

**P: Peneliti**

**G: Guru**

P: Menurut pendapat Ibu, apakah penggunaan video dalam pembelajaran tadi efektif atau tidak?

G: Efektif, mbak. Anak-anak nampak senang dan antusias selama proses pembelajaran tadi.

P: Menurut ibu apakah penggunaan gambar tadi dapat meningkatkan penguasaan vocabularies siswa dan mempermudah pada proses mendengarkan?

G: Iya. Tadi pas di awal kan sudah diajari vocab jenis-jenis pekerjaan memakai gambar. Jadi pas bagian video mereka gampang ngerjain tasknya karena telah mengerti artinya.

P: Apakah gambar-gambarnya sesuai untuk siswa?

G: Iya. Bagus kok. Gambar kartunnya warna-warni jadi menarik.

P: Untuk pemilihan materinya pas atau tidak, Bu?

G: Pas kok. Videonya simple tapi menarik. Penguasaan vocab mereka jadi bertambah.

P: Tadi pas nyanyi, mereka juga nampaknya senang banget ya, Bu?

G: Iya, walaupun mereka telah SMP, tapi kalau diajak nyanyi masih bersemangat. Apalagi kalau mereka bisa nyanyi Bahasa Inggris, pasti merasa bangga banget. Sampai besok mereka pasti masih nyanyi-nyanyi lagu itu.

P: Jadi ternyata penggunaan video itu sangat bermanfaat bagi siswa ya, Bu?

G: Iya, mereka akan ingat dengan materi-materi yang menyengkan seperti video-video tadi. Tapi ya kadang susah nyari materi yang pas untuk anak mbak, jadi jarang menggunakan LCD.

P: Untuk masalah keaktifan siswa bagaimana, Bu?

G: Dilihat dari pas whispering game tadi, semua siswa sudah aktif. Bagus itu mbak game-nya. Jadi bisa memberikan kesempatan kepada semua siswa untuk ngomong. Dan juga melatih listening skills mereka.

P: Iya, Bu. Kalau *listening*-nya salah, pasti sampai depan informarsi yang disampaikan akan salah juga. Jadi walaupun mereka tadi mainnya terburu-buru tetapi harus tetap konsentrasi.

G: Game-nya juga melatih anak untuk kerjasama, mbak.

P: Benar, Bu.

G: Besuk kalau saya ngajar juga akan saya pakai game model seperti tadi mbak.

P: Iya bu. Anak-anak jadi tambah semangat belajar Bahasa Inggris.

G: Untuk cycle selanjutnya bagaimana mbak?

P: Masih sama, Bu. Untuk *pre-listening* memakai gambar-gambar dan lagu biar siswa menguasai *vocabularies*-nya dulu. Setelah itu menggunakan video yang berisi *short-story descriptive text*. Untuk tahap *post-listening*, nanti bisa menggunakan game dari software seperti yang kemarin. Tetapi nanti juga ada perubahan menyesuaikan *problem* yang ada di *cycle* 1.

G: Iya. Kemarin masalahnya ada yang kurang terdengar jelas dari belakang sehingga siswa yang belakang harus maju dan kurang konsentrasi.

P: Baik, Bu. Terima kasih atas waktunya ya.

G: Sama-sama mbak. Semoga besok di *cycle* 2 semakin sukses.

P: Aamiin, Bu.

**INTERVIEW TRANSCRIPT 13**

**Sabtu, 18 Mei 2013**

**Pertemuan ke 3**

**Perpustakaan SMP N 1 Mlati**

**P: Peneliti**

**K: Kolaborator**

P: Bagaimana opini kamu dari pembelajaran tadi?

K: Secara keseluruhan bagus kok.

P: Aktivitas nya bagus tidak?

K: Iya, lagunya tadi seru. Sebenarnya agak susah juga sih kalau buat mereka karena kata-katanya cepat.

P: Iya sih.

K: Tapi dari *tasks*-nya bagus. Walau lagunya agak susah, tapi *task*-nya simple jadi anak masih bisa mengikuti materinya.

P: Iya, tadi kan mereka cuma tinggal *matching* dan *arrange jumbled sentences*. Medianya bagaimana?

G: Tambah bagus kok. Suaranya lebih keras sekarang dan gambarnya juga lebih besar jadi lebih jelas dan menarik. Tadi pas nyanyi mereka juga semangat banget, apalagi pas game, nyampe tidak mau berhenti walaupun waktunya sudah hampir habis.

P: Tapi pas game tadi kurang kondusif ya, jadi kesannya mereka rame.

K: Iya. Saking semangatnya sampai kelasnya jadi rame.

P: Tadi masalahnya ada group yang curang itu, harusnya kan urut, tapi yang putra langsung diloncat-loncat biar cepat selesai dan mendapatkan nilai banyak. Walaupun mereka akhirnya malah skornya dikurangi.

K: Iya, kita juga harus mengajarkan pendidikan karakter juga, biar sejak dini tidak biasa berlaku curang.

P: Iya betul juga. Untuk cycle 2 besok ada saran tidak?

K: Ya sebisa mungkin kamu nyari video yang file-nya volume-nya keras. Kemarin kana da file yang sudah di maksimalkan volume-nya tapi masih kurang terdengar jelas dari belakang.

P: Iya. Bener. Ada masukan lain tidak?

K: Untuk videonya mungkin juga dipilih jangan yang *childish*, agak dewasa dikit.

P: Iya, memang susah kalau nyari buat mereka. Masalahnya kan kemampuan mereka masih rendah, jadi video yang cocok itu yang taraf elementary school. Kalau nyari yang dewasa, nanti mereka semakin kesusahan dan tidak paham.

K: Iya, benar juga.

P: Ok, thanks .

**INTERVIEW TRANSCRIPT 14**

**Sabtu, 18 Mei 2013**

**Pertemuan ke 3**

**Ruang Kelas VII B**

**P: Peneliti**

**S: Siswa (Yoga)**

P: Dik Yoga, Miss Wati mau tanya-tanya boleh ya?

S: Iya, boleh Miss.

P: Tadi pelajarannya bagaimana? Senang tidak?

S: Iya senang.

P: Gambar-gambarnya tadi bagus tidak?

S: Iya, bagus dan lucu.

P: Gambarnya tadi membantu Adik mengenal kata-kata baru tidak?  
 S: Iya. Mudah diingat, jadi hapal kata-katanya.  
 P: Lagunya tadi bisa bagus tidak?  
 S: Iya, bagus. Tapi agak susah.  
 P: Susahnya kenapa?  
 S: Lagunya cepet, kata-katanya juga susah diucapkan?  
 P: Tapi tadi kamu bisa jawab benar semua kan?  
 S: Iya. Soalnya lumayan gampang kok.  
 P: Tadi pas game gimana senang tidak?  
 S: Senang, Miss.  
 P: Tapi tadi kamu curang ya pas maen game-nya, kan harusnya whispering-nya urut keteman di depannya, kamu dan temen-temenmu ada yang langsung dilewati.  
 S: Lha temen di depan ku g paham-paham sih Miss, jadi langsung tak kasih ke temen yang lain.  
 P: Ya harusnya kamu mbisikinnya jangan terburu-buru dan jelas, biar temenmu paham.  
 S: Iya, Miss. Tadi diburu-buru sama temen yang lain, katanya biar menang jadi harus cepet. Trus akhirnya malah kelompokku dikurangi skornya karena curang.  
 P: Iya dek, lain kali jangan curang lagi ya, tidak menang tidak apa-apa, yang penting jujur. Salah juga tidak apa-apa, namanya juga baru belajar.  
 S: Iya, maaf ya Miss.  
 P: Iya dik, makasih ya dik Yoga.  
 S: Sama-sama Miss.

### INTERVIEW TRANSCRIPT 15

**Sabtu, 18 Mei 2013**

**Pertemuan ke 3**

**Ruang Kelas VII B**

**P: Peneliti**

**S: Siswa (Tiara)**

P: Dik Tiara, Miss Wati mau tanya tentang pelajaran tadi. Gimana tadi senang tidak dengan pelajaran bersama Miss Wati?  
 S: Iya, senang Miss.  
 P: Yang paling disenangi pas bagian apa?  
 S: Pas nyanyi-nyanyi sama pas game.  
 P: Tadi lagunya bagus tidak?  
 S: Bagus, Miss. Videonya lucu.  
 P: Susah tidak?  
 S: Ya lumayan. Tapi pas ada liriknya jadi mudah.  
 P: Menurut Adik, game-nya tadi bagaimana? Apakah menyenangkan?  
 S: Iya. Menyenangkan.  
 P: Lain kali masih mau whispering game lagi tidak?  
 S: Mau, Miss. Tadi kan sebenarnya masih pada ingin main, Miss. Tapi waktunya sudah habis jadi tidak bisa lama.  
 P: Iya. Lain kali pakai permainan lagi. Ok dik, thanks ya.

### INTERVIEW TRANSCRIPT 16

**Selasa, 21 Mei 2013**

**Pertemuan ke 4**

**Perpustakaan SMP N 1 Mlati**

**P: Peneliti**

**K: Kolaborator**

**G: Guru**

P: Bu, tadi pembelajarannya bagaimana?

G: Bagus kok mbak. Aktifitasnya bermacam-macam, ada gambar-gambar, lagu, cerita pendek dan permainan, jadi siswa tidak bosan.

P: Kalau menurut kamu pelajarannya tadi bagaimana?

K: Menyenangkan kok. Gambar dan videonya lucu-lucu, jadi siswa tertarik.

P: Gambar-gambarnya tadi apakah mampu meningkatkan *vocabularies* siswa bu?

G: Iya. Dengan melihat gambar, siswa jadi lebih mudah menghafal dan memahami *vocabularies*. Gambar-gambar pas game tadi juga sangat mendukung siswa dalam mengenal *new vocabularies*.

P: Kalau lagunya bagaimana, Bu?

G: Simple jadi siswa gampang mengerti arti dari lagu itu.

P: Video *short story*-nya tadi sepertinya lumayan susah ya, Bu?

G: Kata-katanya cepat jadi agak susah dimengerti.

K: Ceritanya juga lumayan panjang.

P: Iya, memang sedikit susah, makanya tadi ada beberapa *tasks*, dari yang paling simple ke *task* yang tingkat kesulitannya lebih tinggi. Menurut Ibu, *task*-nya tadi bagaiman?

G: Aktivitas nya cukup baik, dengan banyak *tasks* siswa jadi lama kelamaan akan bisa mengerti ceritanya.

P: Ada saran untuk pertemuan selanjutnya tidak?

G: Siswa dibuat lebih aktif saja, tadi sudah bagus kok, dengan siswa diberi nilai setelah menjawab itu, mereka jadi lebih aktif, jadi untuk selanjutnya mereka selalu diberi reward saja.

P: Baik, Bu. Terima kasih.

**INTERVIEW TRANSCRIPT 17**

**Selasa, 21 Mei 2013**

**Pertemuan ke 4**

**Ruang kelas VII B**

**P: Peneliti**

**S1: Siswa 1 (Aryo), S2: Siswa 2 (Deva)**

P: Tadi pelajarannya bagaimana dik? Senang tidak?

S1: Senang Miss.

P: Gampang atau susah?

S2: Ada yang gampang, ada yang susah.

P: Yang gampang yang bagian apa?

S2: Yang lagu tadi gampang.

S1: Yang menjodohkan gambar tadi juga gampang.

P: Yang susah apa?

S1: Pas cerita *Twin's Week* tadi agak susah Miss.

P: Kenapa susah?

S2: Kalimatnya cepet jadi bingung ngomong apa.

P: Tugasnya juga susah? Bisa mengerjakan tidak?

S1: Kalau yang menjodohkan gampang Miss, tapi yang pas mencari kata yang salah terus disuruh menulis yang bener itu susah.  
 S2: Iya, itu susah Miss.  
 P: Videonya bagaimana? Bagus tidak?  
 S1: Bagus kok. Lucu-lucu.  
 P: Tadi ikut main game di komputer tidak?  
 S1: Iya.  
 P: Sudah tidak malu lagi sekarang maju kedepan kelas?  
 S1: Ya agak malu juga. Tapi yang lain pada berani, jadi ikut-ikutan berani.  
 P: Kalau kamu dek?  
 S2: Tadi dapat nilai, jadi semangat menjawab pertanyaan, Miss.  
 P: Bagus. Besuk yang lebih aktif lagi ya dikelas.  
 S2: Siap Miss.  
 P: Ok dik, makasih atas waktunya ya.  
 S1: Sama-sama Miss.

#### INTERVIEW TRANSCRIPT 18

**Rabu, 22 Mei 2013**

**Pertemuan ke 5**

**Perpustakaan SMP N 1 Mlati**

**P: Peneliti**

**K: Kolaborator**

P: Bagaimana pendapat kamu mengenai implementasi tadi?  
 K: Bagus kok. Siswa nampak lebih senang.  
 P: Lagunya bagaimana? Cocok tidak untuk siswa?  
 K: Iya. Lagunya pas dengan materi yang diajarkan.  
 P: Game-nya bagaimana?  
 K: Menarik kok, tidak terlalu susah dan mereka tertarik memainkan game di laptop.  
 P: Iya. Walaupun ada beberapa siswa yang malu karena tidak terbiasa memakai laptop. Kalau keaktifan siswa di dalam kelas bagaimana?  
 K: Sepertinya mereka lebih percaya diri. Untuk implementasi pemberian skor juga cukup efektif, mereka jadi lebih bersemangat menjawab pertanyaan.  
 P: Ok. Thanks ya.

#### INTERVIEW TRANSCRIPT 19

**Selasa, 22 Mei 2013**

**Pertemuan ke 5**

**Perpustakaan SMP N 1 Mlati**

**P: Peneliti**

**G: Guru**

P: Bagaimana pendapat ibu mengenai implementasi tadi, Bu?  
 G: Bagus mbak. Siswa senang kalau diajak nyanyi tadi.  
 P: Apakah lagunya sesuai dengan materinya?  
 G: Iya. Lagunya pas, kan sedang mengajarkan preposisi, lagunya juga banyak mengandung preposisi.  
 P: Videonya bagaimana bu?



G: Sangat membantu siswa, karena ketika mereka belajar preposisi mereka bisa melihat gambar yang menunjukkan macam-macam preposisi itu, jadi lebih mudah memahaminya.  
 P: Kalau pemakaian game di laptop bagaimana bu?  
 G: Menarik juga, jadi mereka tidak bosan kalau belajarnya memakai laptop. Siswa tadi juga jadi lebih aktif.  
 P: Iya bu, pas diberi nilai tambahan mereka jadi rebutan yang mau maju. Apakah ada saran untuk pertemuan selanjutnya bu?  
 G: Dilanjutkan aja mbak, besok pasti juga akan lebih bagus.  
 P: Baik bu. Terimakasih.

### INTERVIEW TRANSCRIPT 20

**Rabu, 22 Mei 2013**

**Pertemuan ke 5**

**Ruang kelas VII B**

**P: Peneliti**

**S1: Risa , S2: Nurul**

P: Dik, kalian tadi senang tidak dengan pelajarannya?

S1: Senang banget Miss.

P: Bagian apa yang paling senang?

S1: Pas nyanyi nyanyi Miss.

P: Susah tidak lagunya.

S1: Ya awalnya susah, tapi lama-lama jadi lebih hapal, jadi mudah.

P: Menurut dik Nurul videonya tadi bagus tidak?

S2: Bagus kok Miss. Lucu.

P: Materi preposisinya sudah hafal belum?

S2: Iya, Miss. Sekarang sudah bisa.

P: Kalau game-nya tadi gimana? Susah tidak?

S1: Tidak. Kan sudah tau artinya jadi gampang.

P: Tadi kalian maju memainkan game di laptop tidak?

S1, S2: Iya, Miss.

P: Menarik tidak?

S1: Iya, gampang mainnya. Game-nya juga bisa tau jawaban kita benar atau salah, jadi kalau salah kita bisa milih jawaban lainnya.

P: Ada saran untuk pertemuan selanjutnya tidak?

S2: Pakai video terus saja Miss ngajarnya.

S1: Iya Miss, sama permainan-permainan di computer.

P: Oke dik. Thanks ya.

S1, S2: Your welcome, Miss

### INTERVIEW TRANSCRIPT 21

**Selasa, 28 Mei 2013**

**Pertemuan ke 6**

### **Perpustakaan SMP N 1 Mlati**

**P: Peneliti**

**K: Kolaborator**

**G: Guru**

P: Materi pelajaran hari ini bagaimana, Bu?

G: Menarik kok. Walaupun ceritanya panjang, tapi siswa mampu mengerti ceritanya.

K: Ceritanya juga menggunakan kalimat-kalimat yang simple kok. Pertanyaan pilihan gandanya juga mudah dipahami.

P: Pas tugas terakhir siswa disuruh mendeskripsikan ruang tadi bagaimana?

G: Siswa ternyata sudah pada lancar membuat kalimat deskriptif.

P: Iya. Semua siswa wajib membuat kalimat yang berbeda-beda, jadi agar kalimatnya tidak keduluan dipakai temannya mereka jadi rebutan mengangkat tangan.

K: Bagus itu, mereka jadi aktif dikelas.

P: O iya bu, tadi adalah pertemuan terakhir bu, besok sudah post-test. Pendapat Ibu bagaimana dengan implementasi selama ini?

G: Bagus banget mbak. Kemajuan siswa dapat terlihat. Nilai rata-rata mereka lama-lama semakin meningkat. Tadi sajakan rata-rata siswa mendapat nilai 8.

P: Jadi menurut ibu implementasinya berhasil ya?

G: Iya, penggunaan video itu jadi meningkatkan *listening skills* siswa.

P: Students' motivationnya bagaimana, Bu?

G: Meningkat juga. Mereka jadi fokus mendengarkan dan tidak ada yang rame. Mereka juga lebih semangat mengikuti pelajaran.

P: Siswa sepertinya juga semakin aktif dikelas ya?

G: Iya. Mereka jadi lebih percaya diri dan mau menjawab pertanyaan tanpa ditunjuk lagi.

P: Penggunaan classroom English-nya bagaimana? Berhasil tidak?

G: Iya. Jadi banyak kata-kata baru yang mereka ketahui karena sering dipakai di kelas. Besok untuk soal post-test, model soalnya seperti apa mbak?

P: Mirip dengan soal pre-test kok bu, cuma materinya saja yang sedikit berbeda.

G: Semoga besok anak-anak bisa mendapatkan nilai yang maksimal.

P: Aamiin, Bu. Terima kasih atas waktunya dan bimbingannya ya bu.

### **INTERVIEW TRANSCRIPT 22**

**Selasa, 28 Mei 2013**

**Pertemuan ke 6**

**Ruang kelas VII B**

**P: Peneliti**

**S1: Indra , S2: Dini**

P: Tadi pelajarannya bagaimana dik? Senang tidak?

S2: Senang Miss.

P: Videonya bagaimana? Bagus tidak?

S2: Bagus.

P: Susah tidak pertanyaannya?

S2: Tidak kok.

P: Tadi dapat nilai berapa?

S2: 9.

P: Kalau dik Indra dapat berapa?

S1: 8 Miss.

P: Tadi pas disuruh membuat kalimat bisa tidak?

S2: Bisa, Miss. Kan sudah diajari. Tapi kadang kalimatnya sudah dipakai teman jadi harus buat lagi.

S1: Iya, pas yang jawab akhir-akhir pada bingung buat kalimatnya.

P: Tapi kan akhirnya semuanya bisa menjawab. Makanya lain kali tidak usah malu-malu njawabnya.

S1: Iya, Miss.

# **APPENDIX C: COURSE GRID**

THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS FOR THE SEVENTH GRADE STUDENTS OF SMP N 1 MLATI IN THE ACADEMIC YEAR OF 2011/2012

Cycle	Standard of Competence	Basic Competence	Topic	Language focus	Input Text	Activities	Time	Indicators
1	Comprehending meanings of very short simple spoken and short monolog texts in the forms of descriptive and procedural texts to interact in the closest environment.	Responding to meanings contained in very short simple monolog texts accurately, fluently, and appropriately in the forms of descriptive and procedural texts to interact in the closest environment.	Adjectives	<p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>- Big</li> <li>- Small</li> <li>- Beautiful</li> <li>- Ugly</li> <li>- Dirty</li> <li>- Clean</li> <li>- Happy</li> <li>- Sad</li> </ul> <p>Key grammar:</p> <ul style="list-style-type: none"> <li>- Simple present tense</li> </ul>	<p>Videos:</p> <p><i>Scary Fellow</i> song</p> <p><i>Cinderella</i> short story</p> <p><i>Ringo the Dog</i> short story</p>	<p>1. Presentation (Pre-listening stage)</p> <p><u>Task 1</u></p> <p>The students describe a picture of Cinderella and mention adjectives that they know</p> <p>2. Practice (While-listening stage)</p> <p><u>Task 2</u></p> <p>The students watch a video entitled <i>Scary Fellow</i> song. And then, they sing it together. After that, they mention the adjectives.</p> <p><u>Task 3</u></p> <p>The students watch a video entitled <i>Ringo the Dog</i> short story. Then, they answer some questions based on the recording.</p> <p><u>Task 4</u></p> <p>The students watch the video again and then they decide some statements whether the statements true or false based on the recording.</p> <p><u>Task 5</u></p> <p>The students look at ten different</p>	4 x 40 minutes	<p>a. Cognitive</p> <ol style="list-style-type: none"> <li>1. Getting the main idea from recordings of descriptive texts.</li> <li>2. Finding detail information from recordings of descriptive texts.</li> <li>3. Recognizing the meaning of the vocabulary in descriptive texts.</li> <li>4. Recognizing the use of simple present tense in the descriptive texts.</li> <li>5. Producing the correct pronunciation of the words in the descriptive texts.</li> <li>6. Producing descriptive texts.</li> </ol> <p>b. Affective</p> <p>Expected attitudes:</p> <ul style="list-style-type: none"> <li>- Cooperation</li> </ul>

						<p>pictures. In pairs, they match the pictures with the correct adjectives. After that, the teacher pronounces the words and the students repeat after the teacher.</p> <p><u>Task 6</u></p> <p>The students watch a video entitled <i>Cinderella</i> story. The teacher gives a task. The students are asked to put a tick (✓) in the list of the adjectives if they hear adjectives.</p> <p><u>Task 7</u></p> <p>The students watch the video again and answer following questions.</p> <p><u>Task 8</u> (Post-listening stage)</p> <p>The students look at the script of the Cinderella Story. They underline the verbs or auxiliary verbs and discuss it with their classmate.</p> <p>3. Production</p> <p><u>Task 9</u> (While-listening stage)</p> <p>In group of four, each student receives a photo of Coboy Junior’s members. The students are asked to describe the photo and then the others should guess the picture.</p>		<ul style="list-style-type: none"><li>- Carefulness</li><li>- self-confidence</li><li>- autonomy</li></ul>
1	Comprehending meanings of very short simple spoken	Responding to meanings contained in very short	Jobs	Key vocabulary : <ul style="list-style-type: none"><li>- doctor</li></ul>	Video: <i>People</i> <i>Work</i> song	1. Presentation (Pre-listening stage) <u>Task 1</u>	2 x 40 minutes	a. Cognitive 1. Getting the main idea of spoken texts in the form of descriptive

	and short monolog texts in the forms of descriptive and procedural texts to interact in the closest environment.	simple monolog texts accurately, fluently, and appropriately in the forms of descriptive and procedural texts to interact in the closest environment.		<ul style="list-style-type: none"> <li>- teacher</li> <li>- plumber</li> <li>- police</li> <li>- driver</li> <li>- dentist</li> <li>- farmer</li> </ul> <p>Key grammar:</p> <ul style="list-style-type: none"> <li>- Simple present tense</li> </ul>		<p>The teacher shows some pictures of jobs using Power Point. The teacher gives a task consists of job pictures. The teacher reads statements that tell the jobs. The students are asked to write the names of the jobs in front of the pictures.</p> <p>2. Practice (While-listening stage)</p> <p><u>Task 2</u></p> <p>The students listen to <i>People Work</i> song and watch the video. And then, the students match the names of the person with the correct jobs based on the song.</p> <p><u>Task 3</u></p> <p>The students arrange lyric of the song.</p> <p>3. Production (While-listening stage)</p> <p><u>Task 4</u></p> <p>The students play Whispering games. The class is divided into four groups. Each group consists of 8 students. The first member reads a statement related to the jobs. The second member whispers the statement to the third member, and so on until the last member. And then, the last member guesses what the job is.</p>		<p>texts.</p> <p>2. Finding detail information from recordings of descriptive texts.</p> <p>3. Recognizing the meaning of the vocabulary in descriptive texts.</p> <p>4. Producing the correct pronunciation of the words in the descriptive texts.</p> <p>b. Affective</p> <p>Expected attitudes:</p> <ul style="list-style-type: none"> <li>- cooperation</li> <li>- carefulness</li> <li>- self-confidence</li> </ul>
--	--	---	--	--	--	---	--	--

2	Comprehending meanings of very short simple spoken and short monolog texts in the forms of descriptive and procedural texts to interact in the closest environment.	Responding to meanings contained in very short simple monolog texts accurately, fluently, and appropriately in the forms of descriptive and procedural texts to interact in the closest environment.	Regular activities	<p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>- Animals: dog, cat, frog, fish, etc.</li> <li>- Days: Sunday, Monday, Tuesday, etc.</li> <li>- Verbs: take a bath, go, eat, etc.</li> <li>- Adjective: strong, tired, great, etc.</li> </ul> <p>Key grammar:</p> <ul style="list-style-type: none"> <li>- Simple present tense</li> </ul>	<p>Videos:</p> <p><i>Twin's Week</i> short story</p> <p><i>I Have a Shower</i> song</p>	<p>1. Presentation (Pre-listening stage)</p> <p><u>Task 2</u></p> <p>The students play a game of Software Primary i-Dictionary. The teacher shows 12 different pictures and 12 different verbs. Task 2.</p> <p>The students are asked to match the pictures with the verbs and discuss it with their friends.</p> <p><u>Task 4</u></p> <p>The students receive a task consisting animal pictures and the names that will be used in the next video.</p> <p>In pairs, the students are asked to match the pictures with the names.</p> <p>2. Practice (While-listening stage)</p> <p><u>Task 1</u></p> <p>The students watch and listen to <i>I have a Shower</i> song from the Software Primary i-dictionary, the theme is Verbs. After that, the teacher delivers a task to each student. And then, the students are asked to complete some sentences by giving the correct time based on the video.</p> <p><u>Task 3</u></p> <p>The teacher plays the previous</p>	2 x 40 minutes	<p>a. Cognitive</p> <ol style="list-style-type: none"> <li>1. Getting the main idea from recordings of descriptive texts.</li> <li>2. Finding detail information from recordings of descriptive texts.</li> <li>3. Recognizing the meaning of the vocabulary in descriptive texts.</li> <li>4. Recognizing the use of simple present tense in the descriptive texts.</li> </ol> <p>b. Affective</p> <p>Expected attitudes:</p> <ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Carefulness</li> <li>- self-confidence</li> <li>- autonomy</li> </ul>
---	---	--	--------------------	--	---	--	----------------	--



						<p>recording again, the students are asked to write the imperative sentences.</p> <p><u>Task 5</u> The students listen to a video entitled <i>Twins' Week</i> short story from British Council. The students listen to and watch the video again and they are asked to answer three questions related to the video.</p> <p><u>Task 6</u> The students listen to the video again and in pairs do the next task. They are asked to match the days with the animals.</p> <p><u>Task 7</u> The students listen to the Video 2 again and do the next task. The students are asked to find the mistake of the statements, underline it and write the correct word.</p> <p>3. Production (Post-listening stage)</p> <p><u>Task 8</u> The students are asked to choose and circle the correct verb based on the video.</p>		
--	--	--	--	--	--	--	--	--

2	Comprehending meanings of very short simple spoken and short monolog texts in the forms of descriptive and procedural texts to interact in the closest environment.	Responding to meanings contained in very short simple monolog texts accurately, fluently, and appropriately in the forms of descriptive and procedural texts to interact in the closest environment.	Prepositions	<p>Key vocabulary:</p> <p>Preposition</p> <ul style="list-style-type: none"> <li>- in</li> <li>- on</li> <li>- under</li> <li>- behind</li> <li>- between</li> <li>- in front of</li> <li>- next to</li> </ul> <p>Parts of the house</p> <ul style="list-style-type: none"> <li>- living room</li> <li>- dining room</li> <li>- bed room</li> <li>- bath room</li> <li>- kitchen</li> <li>- garage</li> </ul> <p>Grammar :</p> <ul style="list-style-type: none"> <li>- Simple Present Tense</li> <li>- Simple Present Continuous Tense</li> </ul>	<p>Videos:</p> <p><i>Who is It?</i> Song</p> <p><i>In the Bats' House</i> short story</p>	<p>1. Presentation (Pre-listening stage)</p> <p><u>Task 1</u></p> <ul style="list-style-type: none"> <li>- The teacher shows a picture of a room using LCD.</li> <li>- The students are asked to mention the things in the picture.</li> <li>- The students are asked to describe the picture orally using preposition.</li> <li>- The students are asked to mention prepositions that they know.</li> <li>- The students are asked to mention parts of the house that they know.</li> </ul> <p><u>Task 3</u></p> <ul style="list-style-type: none"> <li>- The task consists of eight pictures and eight uncompleted sentences.</li> <li>- The students are asked to complete the sentences with the correct prepositions based on the pictures in pairs.</li> </ul> <p>2. Practice (While-listening stage)</p> <p><u>Task 2</u></p> <ul style="list-style-type: none"> <li>- The teacher plays a videoclip entitled <i>Who is it?</i> from Software Primary i-Dictionary, the theme is Preposition.</li> <li>- The students watch and listen to the song.</li> </ul>	4 x 40 minutes	<p>a. Cognitive</p> <ol style="list-style-type: none"> <li>1. Getting the main idea from recordings of descriptive texts.</li> <li>2. Finding detail information from recordings of descriptive texts.</li> <li>3. Recognizing the meaning of the vocabulary in descriptive texts.</li> <li>4. Recognizing the use of simple present tense in the descriptive texts.</li> <li>5. Producing the correct pronunciation of the words in the descriptive texts.</li> <li>6. Producing descriptive texts.</li> </ol> <p>b. Affective</p> <p>Expected attitudes:</p> <ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Carefulness</li> <li>- self-confidence</li> <li>- autonomy</li> </ul>
---	---	--	--------------	--	---	---	----------------	--

						<ul style="list-style-type: none"> <li>- The students are asked to write and mention prepositions that they hear.</li> </ul> <p><u>Task 4</u></p> <ul style="list-style-type: none"> <li>- The task consists of ten multiple choice questions.</li> <li>- The teacher plays <i>In the Bats' House</i> short story two times.</li> <li>- The students are asked to answer the questions based on the recording by crossing the best answer.</li> </ul> <p>3. Production (Post-listening stage)</p> <p><u>Task 5</u></p> <ul style="list-style-type: none"> <li>- The teacher shows some pictures of parts of the house.</li> <li>- The teacher asks the students one by one to make a sentence that describe the pictures using prepositions orally.</li> <li>- The students have to make different sentences so they have to pay attention and listen to other students.</li> </ul>		
--	--	--	--	--	--	---	--	--

# **APPENDIX D: LESSON PLANS**

### LESSON PLAN

Subject	: English
SMP / MTs	: SMP N 1 Mlati
Class / semester	: VII / II
Kind of Text	: Descriptive
Aspect / skill	: Listening
Time	: 4 x 40 minutes

---

#### A. Standard of Competence:

8. Comprehending meanings of very short simple spoken and short monolog texts in the forms of descriptive and procedural texts to interact in the closest environment.

#### B. Basic Competency :

- 8.2 Responding to meanings contained in very short simple monolog texts accurately, fluently, and appropriately in the forms of **descriptive** and procedural texts to interact in the closest environment.

#### C. Indicators :

##### ❖ Cognitive

1. Getting the main idea from recordings of descriptive texts.
2. Finding detail information from recordings of descriptive texts.
3. Recognizing the meaning of the vocabulary in descriptive texts.
4. Recognizing the use of simple present tense in the descriptive texts.
5. Producing the correct pronunciation of the words in the descriptive texts.
6. Producing descriptive texts.

##### ❖ Affective

Expected attitudes:

- cooperation
- carefulness
- self-confidence
- autonomy

**D. Learning objective:**

At the end of the lesson, students are expected to be able to:

- respond to meanings contained in very short simple functional spoken texts accurately, fluently, and appropriately in the forms of descriptive texts to interact in the closest environment

**E. Learning Material**

## a. Vocabulary

Adjectives:

- |         |         |
|---------|---------|
| - Big   | - Old   |
| - Small | - Clean |
| - Slim  | - Dirty |
| - Long  | - Happy |
| - Young | - Sad   |

## b. Grammar : Simple Present Tense

## c. Descriptive Text

For example:

**Cinderella**

Cinderella is a beautiful girl.  
 Cinderella has got two ugly stepsisters.  
 Cinderella cleans the house.  
 Her hands are dirty.  
 The stepsisters don't clean the house.  
 Their hands are clean.

**F. Learning Method / Technique:** *three-phase technique*

- 1) *Presentation*
- 2) *Practice*
- 3) *Production*

## G. Learning procedure:

### a. Pre Activity

- 1) The teacher greets students.
- 2) Checking students' attendance
- 3) Praying.
- 4) The teacher checks physical conditions in the classroom.
- 5) Inquiring the previous lesson.

### b. Main Activity

#### 1. Presentation (Pre-listening stage)

- ☞ The students describe a picture of Cinderella. Task 1.
- ☞ The students are asked to mention adjectives that they know.
- ☞ The teacher shows a picture that will be used in the next activity.
- ☞ The students are asked to describe the picture.
- ☞ The students are asked to guess what the listening text will be about.

#### 2. Practice (While-listening stage)

- ☞ The students watch a video entitled *Scary Fellow* song. And then, they sing it together. After that, they mention the adjective based on the song. Task 2.
- ☞ The students watch a video of *Ringo the Dog* story. Then, they answer some questions based on the recording. Task 3.
- ☞ The students and the teacher discuss the correct answers.
- ☞ The teacher asks volunteers and chooses some students to answer the questions.
- ☞ The teacher delivers another task to each student.
- ☞ The students are asked to read together all the questions.
- ☞ The teacher makes sure that the students understand the questions. If the students don't know some words, they are asked to guess meaning based on the context of the text. And then, if they can't guess, they can check the meaning by using their dictionary and ask their friends. And the last, they can ask the teacher.
- ☞ The students watch the video again and then they decide some statements whether the statements true or false based on the recording. Task 4.

- ☞ The students look at ten different pictures. In pairs, they match the pictures with the correct adjectives. After that, the teacher pronounces the words and the students repeat after the teacher. Task 5.
- ☞ The students and the teacher discuss the correct answers by using game in the *Primary I-Dictionary* Software. Ten students are asked to play the game. The students match the pictures by dragging the correct adjectives to the correct pictures.
- ☞ The students watch a video entitled *Cinderella* story. The teacher gives a task. The students are asked to put a tick (✓) in the list of adjectives column if they hear adjectives. Task 6.
- ☞ The students and the teacher discuss the correct answers.
- ☞ The teacher chooses some students to read their answers.
- ☞ The students receive another task.
- ☞ The students are asked to read and understand the questions.
- ☞ The students watch the video again and answer following questions. Task 7.
- ☞ The students exchange their answers to the other students.
- ☞ The students and the teacher discuss the correct answers. The teacher asks the students to be volunteers to answer the questions.
- ☞ The students look at the script of the *Cinderella* story. They underline the verbs or auxiliary verbs and discuss it with their classmate. Task 8. (Post-listening stage)

### **3. Production (While-listening stage)**

- ☞ In group of four, each group receives 4 photos of Coboy Junior's members. One of the members is asked to choose a photo and describe the photo and then the others should guess the picture. Task 9.

### **c. Post Activity (Post-listening stage)**

- 1) The teacher asks about any difficulty (classical)
- 2) The teacher gives homework.
- 3) The teacher checks the student's learning.
- 4) The teacher summarizes the lesson.



## H. Learning Resources and Media

- ✓ A laptop
- ✓ LCD Projector
- ✓ Speakers
- ✓ A whiteboard
- ✓ Hand outs
- ✓ Pictures = Photos of Coboy Junior Member
- ✓ Videos =
  - ❖ Primary I-Dictionary software by Cambridge University Press; the topic is adjectives; the activity type is song entitled *Scary Fellow*.
  - ❖ Primary I-Dictionary software by Cambridge University Press; the topic is adjectives; the activity type is story entitled *Cinderella*.
  - ❖ Primary I-Dictionary software by Cambridge University Press; the topic is animals; the activity type is story entitled *Ringo the Dog*.
- ✓ Game =
  - ❖ *Primary I-Dictionary* software by Cambridge University Press; the topic is adjectives; the activity type is game.

## A. Assessment

### 1. Indicators of the assessment

No	Indicators of the Competence Achievement	Techniques	Forms	Instruments
1	<b>Cognitive Presentation (Pre-listening stage)</b> <ul style="list-style-type: none"> <li>- Recognizing the meaning of the vocabulary in descriptive texts.</li> </ul>	Written test	Matching	<u>Task 5</u> Look at the pictures. In pairs, match the pictures with the correct words.
2.	<b>Practice (While-listening stage)</b> <ul style="list-style-type: none"> <li>- Getting the main idea from recordings of descriptive texts.</li> <li>- Finding detail information from recordings of descriptive texts.</li> </ul>	Written test	Short Answer	<u>Task3</u> Listen to the recording. Then, answer the questions.

3	<ul style="list-style-type: none"> <li>- Getting the main idea from recordings of descriptive texts.</li> <li>- Finding detail information from recordings of descriptive texts.</li> </ul>	Written test	True-False	<u>Task 5</u> Listen to the recording. Then, put a tick (V) in the column if the statement is true and put a cross (X) in the column if the statement is false.
	<ul style="list-style-type: none"> <li>- Finding detail information from recordings of descriptive texts.</li> </ul>	Written test	Ticking	<u>Task 6</u> Watch a story of <i>Cinderella</i> . Then, put a tick (✓) in the list of adjectives column if you hear adjectives.
	<ul style="list-style-type: none"> <li>- Getting the main idea from recordings of descriptive texts.</li> <li>- Finding detail information from recordings of descriptive texts.</li> </ul>	Written test	Short answers	<u>Task 7</u> Watch the video again and answer the following questions.
	<ul style="list-style-type: none"> <li>- Recognizing the use of simple present tense in the descriptive texts. (Post-listening stage)</li> </ul>	Written test	Underlining	<u>Task 8</u> Look at the script of the <i>Cinderella</i> story. Underline the verbs or auxiliary verbs and discuss it with your classmate.
	<p><b>Production (While-listening stage)</b></p> <ul style="list-style-type: none"> <li>- Producing descriptive texts.</li> </ul> <p><b>Affective</b>          Evolving a character of:</p> <ul style="list-style-type: none"> <li>• cooperation</li> <li>• carefulness</li> <li>• self-confidence</li> <li>• autonomy</li> </ul>	Spoken test	Creating texts	<u>Task 9</u> In group of four, each student receives a photo of Coboy Junior's members. The students are asked to describe the photo and then the others should guess the picture

## 2. Assessments of Listening

### a. Practice (While-listening stage)

#### Task 3

Total items = 4

$$\rightarrow skor = \frac{skorperolehan}{4} \times 100$$

#### Task 4

Total items = 8

$$\rightarrow skor = \frac{skorperolehan}{8} \times 100$$

#### Task 6

Total items = 10

$$skor = \frac{skorperolehan}{10} \times 100$$

#### Task 7

Total items = 6

$$skor = \frac{skorperolehan}{6} \times 100$$

### c. Production (Post-listening stage)

#### Task 8

Total items = 12

$$skor = \frac{skorperolehan}{12} \times 100$$

Yogyakarta, May 2<sup>nd</sup>, 2013

Approved by,  
Consultant

Researcher

Dr. Agus Widyanoro, M.Pd.

NIP: 19600308 198502 1 001

Dwi Tugiwati

NIM: 09202241029

# CINDERELLA

## A. Lead-in

### Task 1

Look at the picture.  
Then, answer the following questions.

**How does she look like?**  
**Is she slim?**  
**Is she old?**  
**What is the colour of her hair?**



## B. Song

### Task 2

Watch the video. Sing it together. Then, mention the adjective words.

### *Scary Fellow*

Sometimes big and sometimes small,  
But always round and yellow,  
When children make my famous grin,  
Then, I'm a scary fellow!



### Task 3

Listen to the recording. Then, answer the questions.

1. What is Ringgo?
2. How does he look like?
3. Where does he live?
4. What are his friends?

### Task 4

Listen to the recording. Then, put a tick (V) in the column if the statement is true and put a cross (X) in the column if the statement is false.

No	Statements	True	False
1.	Ringo is a dog.		
2.	Ringo is black.		
3.	Ringo has a short tail.		
4.	Ringo lives in a beautiful house.		
5.	Ringo likes playing in the garden.		
6.	Ringo does not have many friends.		
7.	Sally is a mouse.		
8.	Fred is a hedgehog.		

#### Script of the "*Ringo the Dog*" story

Hello! My name is Ringo. Ringo the dog.

I am brown. I've got four legs, two ears and a long tail.

I live with my family in a beautiful house.

I like eating meat and I drink lots of water.

I like playing in the garden. The children throw my ball.

I run and catch it in my mouth.

I've got many friends.

This is Sally the cat and this is Molly the mouse.

This is Lucy the horse and this is Fred the hedgehog

Goodbye!



## C. Word Power

### Task 5

Look at the pictures. In pairs, match the pictures with the correct words. Then, pronounce the words.

The grid contains 10 cartoon pictures of hippos in various states and outfits. To the right is a list of adjectives. Red arrows connect each picture to a specific adjective in the list.


big  
clean  
dirty  
funny  
happy  
angry  
old  
sad  
small  
ugly

## D. Story

### Task 6

Watch a story of *Cinderella*. Then, put a tick (✓) in the list of adjectives if you hear adjectives.

<input type="checkbox"/>	Angry	<input checked="" type="checkbox"/>	beautiful	<input type="checkbox"/>	Big
<input type="checkbox"/>	Clean	<input type="checkbox"/>	Dirty	<input type="checkbox"/>	Happy
<input type="checkbox"/>	Long	<input type="checkbox"/>	New	<input type="checkbox"/>	Old
<input type="checkbox"/>	Sad	<input type="checkbox"/>	Short	<input type="checkbox"/>	Small
<input type="checkbox"/>	Ugly	<input type="checkbox"/>	Young	<input type="checkbox"/>	Funny

## Task 7

Watch the video again and answer the following questions.

1. Is Cinderella an ugly girl?
2. How many does Cinderella have stepsisters?
3. Does Cinderella always clean her house?
4. Is Cinderella a nice girl?
5. What does Cinderella do to her animals?
6. Where does Cinderella live now?

## Task 8

Look at the script of the *Cinderella* Story.

Underline the verbs or auxiliary verbs and discuss it with your classmate.

### *Cinderella*

Cinderella is a beautiful girl.  
 Cinderella has got two ugly stepsisters.  
 Cinderella cleans the house.  
 Her hands are dirty.  
 The stepsisters don't clean the house.  
 Their hands are clean.  
 Cinderella has got very old clothes.  
 Her stepsisters have got new dresses.  
 Cinderella is a good girl.  
 She feeds the dog and the cat.  
 The stepsisters are very bad.  
 They don't take care of animals.  
 A young prince sees Cinderella.  
 The prince loves Cinderella and  
 Cinderella loves the prince.  
 Now Cinderella and the prince live in a big castle.  
 They are very happy.



**E. Speakin****Task 9**

Work in a group of four. Look at the pictures.

Choose one picture and then describe the picture to your friends until they can guess who he is.

			
<i>Iqbal</i>	<i>Bastian</i>	<i>Ryzki</i>	<i>Aldi</i>



### LESSON PLAN

Subject	: English
SMP / MTs	: SMP N 1 Mlati
Class / semester	: VII / II
Kind of Text	: Descriptive
Aspect / skill	: Listening
Time	: 2 x 40 minutes

---

#### A. Standard of Competence:

8. Comprehending meanings of very short simple spoken and short monolog texts in the forms of descriptive and procedural texts to interact in the closest environment.

#### B. Basic Competency :

- 8.2 Responding to meanings contained in very short simple monolog texts accurately, fluently, and appropriately in the forms of **descriptive** and procedural texts to interact in the closest environment.

#### C. Indicators :

##### a. cognitive

1. Getting the main idea of spoken texts in the forms of descriptive texts.
2. Finding detail information from recordings of descriptive texts.
3. Recognizing the meaning of the vocabulary in descriptive texts.
4. Producing the correct pronunciation of the words in the descriptive texts.

##### b. Affective

Expected attitudes:

- cooperation
- carefulness
- self-confidence

#### D. Learning objective:

At the end of the lesson, students are expected to be able to:

- respond to meanings contained in very short simple functional spoken texts accurately, fluently, and appropriately in the forms of descriptive texts to interact in the closest environment

## E. Learning Material

### a. Vocabulary

#### People Work

- |              |           |
|--------------|-----------|
| - teacher    | - tailor  |
| - doctor     | - dentist |
| - fireman    | - farmer  |
| - police     | - plumber |
| - babysitter | - driver  |

### b. Grammar : Simple Present Tense

### c. Descriptive Text

For example:

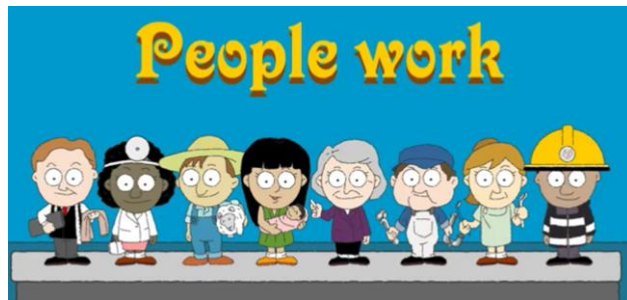
#### **PEOPLE WORK**

Patty Prentice, she's a dentist, keeps your teeth both clean and white.

Wendy Witter, babysitter, minds the kids when they're asleep.

Penny Proctor, she's a doctor, comes to see you when it hurts.

Ronnie Ryman, he's a fireman, comes when there's a fire to fight.



## F. Learning Method / Technique: *three-phase technique*

- 1) *Presentation*
- 2) *Practice*
- 3) *Production*

## **G. Learning procedure:**

### **a. Pre Activity**

- 1) The teacher greets students.
- 2) Checking students' attendance
- 3) Praying.
- 4) The teacher checks physical conditions in the classroom.
- 5) Inquiring the previous lesson.

### **b. Main Activity**

#### **1. Presentation (Pre-listening stage)**

- ☞ The teacher shows some pictures of different jobs using Power Point.
- ☞ The students are asked to mention the name of the jobs and the duties based on the pictures.
- ☞ The teacher gives a task consists of job pictures. The teacher reads statements that describe the jobs. The students are asked to write the names of the jobs in front of the pictures. Task 1.
- ☞ The students and the teacher discuss the correct answers.
- ☞ The teacher asks some students to answer the questions.

#### **2. Practice (While-listening stage)**

- ☞ The teacher plays a video entitled *People Work* song.
- ☞ The students listen to the song. And then, the students receive a task.
- ☞ The students match the names of the person with the correct jobs based on the song. Task 2.
- ☞ The students exchange their answer with other students. The students and the teacher discuss the correct answers. Some students are asked to read their answers.
- ☞ The teacher gives another task relating to the song.
- ☞ The students are asked to listen to the song again and arrange the lyric of the song. Task 3.
- ☞ The students and the teacher discuss the correct answer by playing the video again.

☞ They sing the song together.

### 3. Production (While-listening stage)

- ☞ The students play *Whispering game*. The teacher divides the class into four groups. Each group consists of 8 students. Task 4.
- ☞ The groups are asked to make a line.
- ☞ The teacher delivers a statement related to the jobs that have been learnt previously to the first member.
- ☞ The first member reads the statement and whispers it to the second member.
- ☞ The second member whispers the statement to the third member, and so on until the last member.
- ☞ And then, the last member guesses what the job is.
- ☞ The group that finish first will get score 100, the second group will get score 80, the third group will get score 60, and the last group will get score 40.
- ☞ The group that collects the biggest score will be the winner.

### c. Post Activity (Post-listening stage)

- 1) The teacher asks about any difficulty (classical)
- 2) The teacher gives homework.
- 3) The teacher checks the student's learning.
- 4) The teacher summarizes the lesson.

## H. Learning Resources and Media

- ✓ A laptop
- ✓ LCD Projector
- ✓ Speakers
- ✓ A whiteboard
- ✓ Handouts
- ✓ Pictures = Jobs
- ✓ Video clip of a song entitled "*People Work*", taken from  
<http://learnenglishkids.britishcouncil.org/en/songs/peoplework>

## A. Assessment

### 1. Indicators of the assessment

No	Indicators of the Competence Achievement	Techniques	Forms	Instruments
1	<b>Cognitive</b> <b>Presentation (Pre-listening stage)</b> <ul style="list-style-type: none"> <li>- Recognizing the meaning of the vocabulary in descriptive texts.</li> </ul>	Written test	Arrange the pictures in order and short answer.	<u>Task 1</u> Listen to the statements, put the pictures in order and write the jobs.
2.	<b>Practice (While-listening stage)</b> <ul style="list-style-type: none"> <li>- Finding detail information from recordings of descriptive texts.</li> <li>- Finding detail information from recordings of descriptive texts.</li> </ul>	Written test	Matching	<u>Task 2</u> Match the name of the person with the correct jobs based on the song.
		Written test	Arranging	<u>Task 3</u> Listen to the song and arrange the sentences in order.
3	<b>Production (While-listening stage)</b> <ul style="list-style-type: none"> <li>- Producing the correct pronunciation of the words in the descriptive texts.</li> <li>- Getting the main idea of spoken texts in the forms of descriptive texts.</li> </ul> <b>Affective</b> Evolving a character of: <ul style="list-style-type: none"> <li>• cooperation</li> <li>• carefulness</li> <li>• self-confidence</li> <li>• autonomy</li> </ul>	Spoken test	Whispering game	<u>Task 4</u> The first member reads the statement and then whispers it to the second member. Then, the second member whispers the statement to the third member, and so on until the last member. And then, the last member guesses what the job is.

## 2. Assessments of Listenings

### a. Presentation (Pre-listening stage)

#### Task 1

Total items = 9

$$\rightarrow skor = \frac{skorperolehan}{9} \times 100$$

### b. Practice (While-listening stage)

#### Task 2

Total items = 7

$$skor = \frac{skorperolehan}{7} \times 100$$

#### Task 3

Total items = 7

$$skor = \frac{skorperolehan}{7} \times 100$$

Yogyakarta, May 2<sup>nd</sup>, 2013

Approved by,  
Consultant

Researcher

Dr. Agus Widyanoro, M.Pd.

NIP: 19600308 198502 1 001

Dwi Tugiwati

NIM: 09202241029

## Task 1

What am I?

Listen to the statements, put the pictures in order and write the jobs.



## Task 2

Match the name of the person with the correct jobs based on the song.

1) Gary Gummer	a) tailor
2) Mabel Meacher	b) plumber
3) Nigel Naylor	c) doctor
4) Patty Prentice	d) language teacher
5) Penny Proctor	e) farmer
6) Peter Palmer	f) babysitter
7) Ronny Ryman	g) dentist
8) Wendy Witter	h) fireman

## Task 3

### What's the order?

Listen to the song and arrange the sentences in order.

#### **PEOPLE WORK**

Patty Prentice, she's a dentist, keeps your teeth both clean and white.

Wendy Witter, babysitter, minds the kids when they're asleep.

Penny Proctor, she's a doctor, comes to see you when it hurts.

Ronnie Ryman, he's a fireman, comes when there's a fire to fight.

Gary Gummer, he's a plumber, call him when you've got a leak.

**1.** Nigel Naylor, he's a tailor. He makes trousers, suits and shirts.

Mabel Meacher, language teacher, teaches English, French and Greek.

Peter Palmer, he's a farmer. He's got cows and pigs and sheep.



### LESSON PLAN

Subject	: English
SMP / MTs	: SMP N 1 Mlati
Class / semester	: VII / II
Kind of Text	: Descriptive
Aspect / skill	: Listening
Time	: 2 x 40 minutes

---

#### A. Standard of Competence:

8. Comprehending meanings of very short simple spoken and short monolog texts in the forms of descriptive and procedural texts to interact in the closest environment.

#### B. Basic Competency :

- 8.2 Responding to meanings contained in very short simple monolog texts accurately, fluently, and appropriately in the forms of **descriptive** and procedural texts to interact in the closest environment.

#### C. Indicators :

##### a. cognitive

1. Getting the main idea from recordings of descriptive texts.
2. Finding detail information from recordings of descriptive texts.
3. Recognizing the meaning of the vocabulary in descriptive texts.
4. Recognizing the use of simple present tense in the descriptive texts.

##### b. Affective

Expected attitudes:

- cooperation
- carefulness
- self-confidence
- autonomy

#### D. Learning objective:

At the end of the lesson, students are expected to be able to:

- respond to meanings contained in very short simple functional spoken texts accurately, fluently, and appropriately in the forms of descriptive texts to interact in the closest environment

## E. Learning Material

### a. Vocabulary :

Animals: dog, cat, frog, fish, etc.

Days: Sunday, Monday, Tuesday, etc.

Verbs: take a bath, go, eat, etc.

Adjective: strong, tired, great, etc.

### b. Grammar : Simple Present Tense

### c. Descriptive Text

For example:

#### **Twin's Week**

Kim and Ken are twins and they live at the zoo.

Their father is the zookeeper.

He has so many things to do.

On Mondays they take a shower,  
the hippos join the fun.



## F. Learning Method / Technique: *three-phase technique*

- 1) *Presentation*
- 2) *Practice*
- 3) *Production*

## G. Learning procedure:

### a. Pre Activity

- 1) The teacher greets students.
- 2) Checking students' attendance
- 3) Praying.
- 4) The teacher checks physical conditions in the classroom.
- 5) Inquiring the previous lesson.

## b. Main Activity

### 1. Presentation (Pre-listening stage)

- ☞ The students play a game of the software of *Primary i-Dictionary*.
- ☞ The teacher shows 12 different pictures and 12 different verbs. Task 2.
- ☞ The students are asked to match the pictures with the verbs and discuss it with their friends.
- ☞ The teacher asks the volunteers to answer the questions.
- ☞ The students matching the verbs with the correct pictures using laptop that can be seen on the LCD projector by other students.
- ☞ If they can match the picture correctly, the game will say imperative sentence based on the verb.
- ☞ The students receive a task consisting animal pictures and the names that will be used in the next video. Task 4.
- ☞ In pairs, the students are asked to match the pictures with the names.
- ☞ The students and the teacher discuss the correct answers.

### 2. Practice (While-listening)

- ☞ The students watch and listen to a song from the software of *Primary i-dictionary* entitled *I Have a Shower*.
- ☞ The teacher delivers a task to each student.
- ☞ The students are asked to complete some sentences by giving the correct time based on the video. Video I, Task 1.
- ☞ The students exchange their works with other students and together with the teacher, they discuss the correct answers.
- ☞ The teacher plays the recording again, the students are asked to write the imperative sentences from the previous game. Task 3.
- ☞ The students and the teacher discuss the correct answers.
- ☞ The teacher shows the correct spelling of the sentences.
- ☞ The students listen to the second video entitled *Twins' Week* short story from British Council.
- ☞ The students listen to and watch the video again and they are asked to answer three questions related to the video. Task 5.
- ☞ The students and the teacher discuss the correct answers.

- ☞ The students listen to the video again and in pairs do the next task. They are asked to match the days with the animals. Task 6.
- ☞ The students exchange their works with other pairs and together with the teacher, they discuss the correct answers.
- ☞ The students listen to the Video 2 again and do the next task. The students are asked to find the mistake of the statements, underline it and write the correct word. Task 7.
- ☞ The teacher explains about descriptive texts and the using of simple present tense by relating the explanation to the model text.
- ☞ The students exchange their works with other students and together with the teacher, they discuss the correct answers.

### 3. Production (Post-listening stage)

- ☞ The students receive Task 8 of the second video.
- ☞ The students are asked to choose and circle the correct verb.
- ☞ The students exchange their works with other students and then together with the teacher, they discuss the correct answers by playing the video again.

### c. Post Activity

- 1) The teacher asks about any difficulty (classical)
- 2) The teacher gives homework.
- 3) The teacher checks the student's learning.
- 4) The teacher summarizes the lesson.

## H. Learning Resources and Media

- ✓ A laptop
- ✓ LCD projector
- ✓ Speakers
- ✓ A whiteboard
- ✓ Hand outs
- ✓ Pictures
- ✓ Videos
- ❖ a short story entitled "*Twin's Week*", taken from  
<http://learnenglishkids.britishcouncil.org/en/short-stories/twins'-week>

- ❖ *Primary I-Dictionary* software by Cambridge University Press; the topic is verbs; the activity type is song entitled “*I Have a Shower*”.

✓ Game

- ❖ *Primary I-Dictionary* software by Cambridge University Press; the topic is verbs; the activity type is game.

## A. Assessment

### 1. Indicators of the assessment

No	Indicators of the Competence Achievement	Techniques	Forms	Instruments
1	<b>Cognitive Presentation</b> <ul style="list-style-type: none"> <li>- Recognizing the meaning of the vocabulary in descriptive texts.</li> <li>- Recognizing the meaning of the vocabulary in descriptive texts.</li> </ul>	<p>Written test</p> <p>Written test</p>	<p>Matching</p> <p>Matching</p>	<p><u>Task 2</u> Match the pictures with the correct verbs. Discuss it with your friends.</p> <p><u>Task 4</u> Draw a line to match the picture and the word.</p>
2	<b>Practice (While-listening stage)</b> <ul style="list-style-type: none"> <li>- Finding detail information from recordings of descriptive texts.</li> <li>- Finding detail information from recordings of descriptive texts.</li> <li>- Recognizing the meaning of the vocabulary in descriptive texts.</li> <li>- Getting the main idea from recordings of descriptive texts.</li> <li>- Finding detail information from recordings of descriptive texts.</li> </ul>	<p>Written test</p> <p>Written test</p> <p>Written test</p> <p>Written test</p> <p>Written test</p>	<p>Short Answer</p> <p>Short Answer</p> <p>Short Answer</p> <p>Matching</p> <p>Underlining and</p>	<p><u>Task 1</u> Complete the sentences by giving the correct time.</p> <p><u>Task 3</u> Listen and write the imperative sentences.</p> <p><u>Task 5</u> Listen to the recording and then answer the questions.</p> <p><u>Task 6</u> Listen to the recording. Then, match the days with the correct animals.</p> <p><u>Task 7</u> Listen to the</p>

	<p><b>Production (Post-listening stage)</b></p> <ul style="list-style-type: none"> <li>- Recognizing the use of simple present tense in the descriptive texts.</li> </ul> <p><b>Affective</b></p> <p>Evolving a character of:</p> <ul style="list-style-type: none"> <li>• cooperation</li> <li>• carefulness</li> <li>• self-confidence</li> <li>• autonomy</li> </ul>	Written test	<p>Correcting</p> <p>Finding verb</p>	<p>recording again. Find the mistake of the statements, underline it and write the correct word.</p> <p><u>Task 8</u></p> <p>Read the script of the recording. Choose and circle the correct verb.</p>
--	---	--------------	---------------------------------------	--

## 2. Assessments of Listening

### a. Practice (While-listening stage)

#### Task 5

Total items = 3

$$\rightarrow skor = \frac{skorperolehan}{3} \times 100$$

#### Task 6

Total items = 8

$$\rightarrow skor = \frac{skorperolehan}{8} \times 100$$

#### Task 7

Total items = 6

$$\rightarrow = \frac{skorperolehan}{6} \times 100$$

### b. Production (Post-listening stage)

#### Task 8

Total items = 15

$$\rightarrow = \frac{skorperolehan}{15} \times 100$$

Yogyakarta, May 3<sup>rd</sup>, 2013

Approved by,  
Consultant

Researcher

Dr. Agus Widyanoro, M.Pd.

NIP: 19600308 198502 1 001

Dwi Tugiwati

NIM: 09202241029

## VIDEO 1

### Task 1

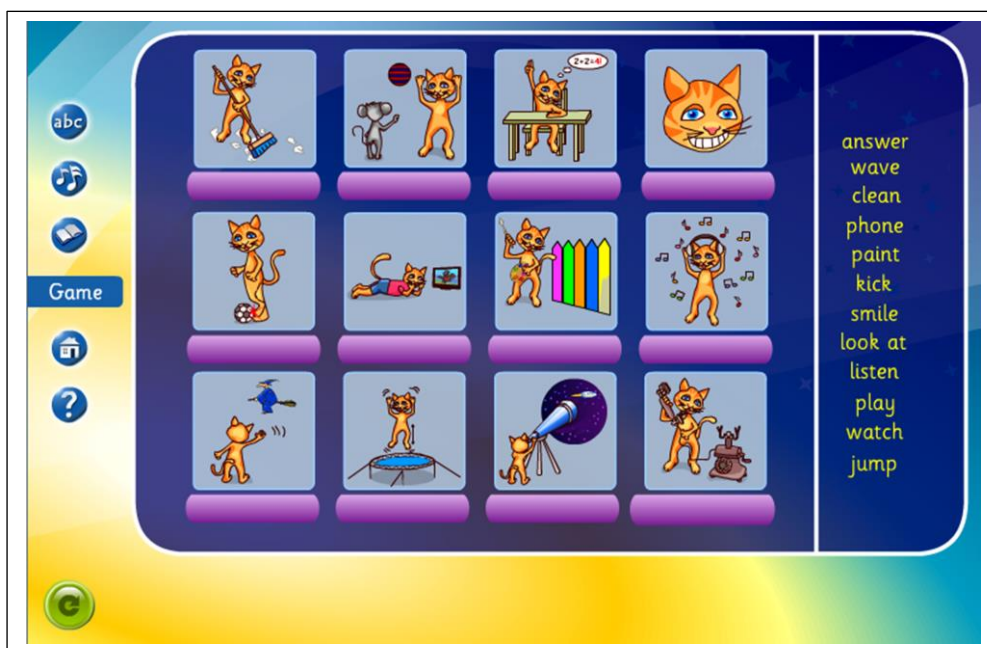
Complete the sentences by giving the correct time.

1. I have a shower at 1.30
2. I watch TV at .....
3. I read a book at .....
4. I eat my breakfast at ....
5. I ride my bike at .....
6. I do my homework at ....

## GAME

### Task 2

Please look at the LCD. Match the pictures with the correct verbs. Discuss it with your friends.





### Task 3

**Listen and Write the Imperative sentences.**













1. Clean = Clean the planet.
2. Play =
3. Answer=
4. Smile =
5. Kick =
6. Watch =
7. Paint =
8. Listen =
9. Wave =
10. Jump =
11. Look at =
12. Phone =

### VIDEO 2

#### *The Twin's Week*

### Task 4

**Draw a line to match the picture and the word.**

					
					
hippo	fish	panda	frog	chimp	cat
dog	crocodile	rhino	parrot	shark	octopus

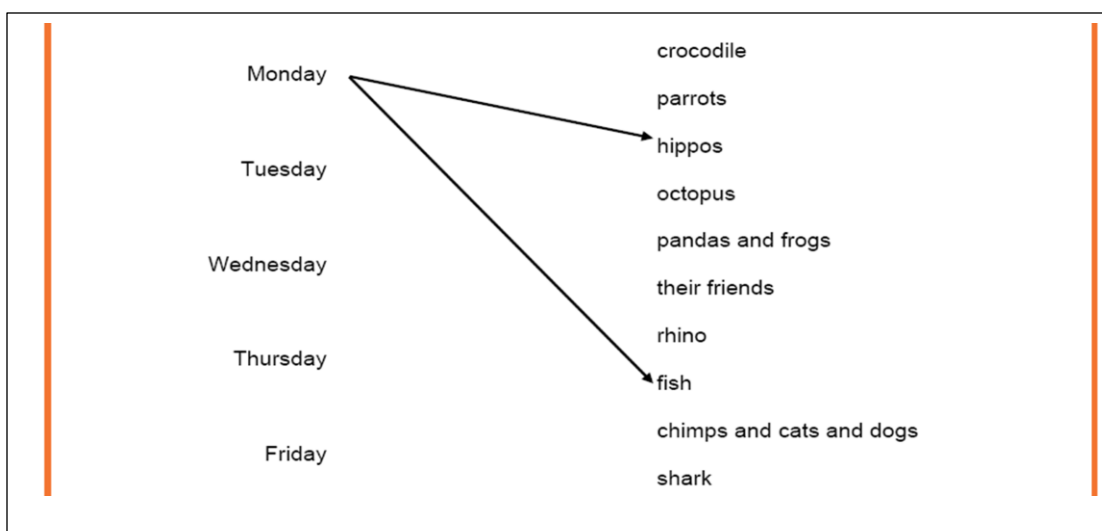
## Task 5

Listen to the recording and then answer the questions:

1. What are the twin's names?
2. Where do they live?
3. What is their father's job?

## Task 6

Who do the twins do their activities with? Match the days with the animals.



## Task 7

Find the mistake, underline it and write the correct word.

### 3. Make it right!

Find the mistake, underline it and write the correct word.

- a. On Mondays they take a bath.
- b. On Tuesdays they eat breakfast with koalas and frogs.
- c. On Wednesdays they ride horses.
- d. On Thursdays they play basketball with parrots.
- e. On Fridays they play some games with the giraffes.
- f. On Saturdays they go dancing with the kangaroos.
- g. On Sundays they take a walk around the park.



shower

## Task 8

### Choose and Circle the Correct Verb.

Kim and Ken **is/am/are** twins and they **live/lives/lived** at the zoo. Their father **is/am/are** the zookeeper. He **has/have/had** so many things to do.

On Mondays they take a shower, the hippos join the fun. Then watch TV with the fish. The week **has/have/had** just begun.

On Tuesdays they eat breakfast with the pandas and the frogs. And eat dinner in the evening with chimps and cats and dogs.

On Wednesdays they **cleans/clean/cleaned** their teeth, the crocodile **helps/help/helped** them brush. Then at night they **rides/ride/rode** their bikes, the rhino **gives/give/gave** a push.

On Thursdays they **plays/play/played** football, with parrots in the park. Then take a swim in the pool, the one without the shark.

On Fridays they **do/does/did** their homework, the octopus **helps/help/helped** too. Then play some games with their friends and run around the zoo.

On Saturdays they **goes/go/went** shopping, with the kangaroos. Then come home on a big, red bus and have a little snooze.

On Sunday they **is/am/are** very tired and sleep until it's lunch. Then **take/takes/took** a walk around the zoo and see the friendly bunch.

### LESSON PLAN

Subject	: English
SMP / MTs	: SMP N 1 Mlati
Class / semester	: VII / II
Kind of Text	: Descriptive
Aspect / skill	: Listening
Time	: 4 x 40 minutes

---

#### A. Standard of Competence:

8. Comprehending meanings of very short simple spoken and short monolog texts in the forms of descriptive and procedural texts to interact in the closest environment.

#### B. Basic Competency :

- 8.2 Responding to meanings contained in very short simple monolog texts accurately, fluently, and appropriately in the forms of **descriptive** and procedural texts to interact in the closest environment.

#### C. Indicators :

##### a. cognitive

1. Getting the main idea from recordings of descriptive texts.
2. Finding detail information from recordings of descriptive texts.
3. Recognizing the meaning of the vocabulary in descriptive texts.
4. Recognizing the use of simple present tense in the descriptive texts.
5. Producing the correct pronunciation of the words in the descriptive texts.
6. Producing descriptive texts.

##### b. Affective

Expected attitudes:

- cooperation
- carefulness
- self-confidence
- autonomy

#### D. Learning objective:

At the end of the lesson, students are expected to be able to:

- respond to meanings contained in very short simple functional spoken texts accurately, fluently, and appropriately in the forms of descriptive texts to interact in the closest environment

## E. Learning Material

### a. Vocabulary :

Preposition:

- |         |                 |
|---------|-----------------|
| - In    | - In front of   |
| - On    | - Behind        |
| - Under | - Between, etc. |

Parts of the house:

- |               |                 |
|---------------|-----------------|
| - Living room | - Bathroom      |
| - Dining room | - Garage        |
| - Bedroom     | - Kitchen, etc. |

### b. Grammar :

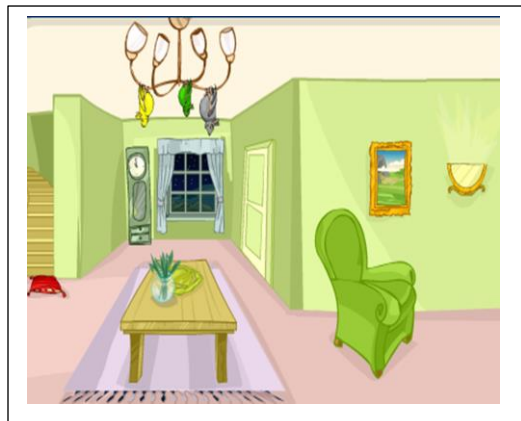
- Simple Present Tense
- Simple Present Continuous Tense

### c. Descriptive Text

For example:

#### **In the Bats' House**

In the dark, dark forest,  
there is a dark and scary house.  
And in the dark and scary house,  
there is a dark and scary hall.  
Open the door and have a look!  
Wow! What a view!  
Look at all those funny bats!



**F. Learning Method / Technique:** *three-phase technique*

- 1) *Presentation*
- 2) *Practice*
- 3) *Production*

**G. Learning procedure:**

**a. Pre Activity**

- 1) The teacher greets students.
- 2) Checking students' attendance
- 3) Praying.
- 4) The teacher checks physical conditions in the classroom.
- 5) Inquiring the previous lesson.

**b. Main Activity**

**1. Presentation (Pre-listening stage)**

- ☞ The teacher shows a picture of a room using LCD projector. Task 1.
- ☞ The students are asked to mention the things in the picture.
- ☞ The students are asked to describe the picture orally using preposition.
- ☞ The students are asked to mention prepositions that they know.
- ☞ The students are asked to mention parts of the house that they know.
- ☞ The students receive a new task. Task 3.
- ☞ The task consists of eight pictures and eight uncompleted sentences. In pairs, the students are asked to complete the sentences with the correct prepositions based on the pictures.
- ☞ The students exchange their works with other pairs and together with the teacher, they discuss the correct answers.
- ☞ While correcting the task, the teacher asks the students to answer the questions by playing a game from *Primary I-Dictionary* software.
- ☞ The teacher chooses some students to read the sentences.
- ☞ The teacher pronounces the sentences correctly. After that, the students repeat after the teacher.

## 2. Practice (While-listening stage)

- ☞ The teacher plays a video of a song entitled *Who is it?* from the software of *Primary i-Dictionary*, the theme is *Preposition*.
- ☞ The students watch and listen to the song.
- ☞ The students are asked to write and mention prepositions that they hear. Task 2.
- ☞ The students and the teacher discuss the answer by playing the video again.
- ☞ The students receive a new task. Task 4.
- ☞ The task consists of ten multiple choice questions.
- ☞ The teacher plays a video of a short story entitled *In the Bats' House*.
- ☞ The students are asked to answer the questions based on the recording by crossing the best answer.
- ☞ The students exchange their works with other students and together with the teacher, they discuss the correct answers.

## 3. Production (Post-listening stage)

- ☞ The teacher plays the video again with the lyric.
- ☞ The students sing it together.
- ☞ The teacher explains about descriptive texts and the using of simple present tense by relating the explanation to the model text.
- ☞ The teacher shows some pictures of parts of the house. Task 5.
- ☞ The teacher asks the students one by one to make a sentence that describe the pictures using prepositions orally.
- ☞ The students have to make different sentences so they have to pay attention and listen to other students.

## c. Post Activity

- 1) The teacher asks about any difficulty (classical)
- 2) The teacher gives homework.
- 3) The teacher checks the student's learning.
- 4) The teacher summarizes the lesson.

## H. Learning Resources and Media

- ✓ A laptop
- ✓ LCD projector
- ✓ Speakers
- ✓ A whiteboard
- ✓ Hand outs
- ✓ Pictures = Photos of parts of the house
- ✓ Videos
  - ❖ *Primary I-Dictionary* software by Cambridge University Press; the topic is prepositions; the activity type is song; the title is “*Who is It?*”.
  - ❖ *Primary I-Dictionary* software by Cambridge University Press; the topic is prepositions; the activity type is story; the title is “*In the Bats’ House*”.
- ✓ Game
  - ❖ *Primary I-Dictionary* software by Cambridge University Press; the topic is prepositions; the activity type is game.

## A. Assessment

### 1. Indicators of the assessment

No	Indicators of the competence achievement	Techniques	Forms	Instruments
1	<b>Cognitive Presentation (Pre-listening stage)</b> <ul style="list-style-type: none"> <li>- Recognizing the meaning of the vocabulary in descriptive texts.</li> </ul>	Written test	Completing	<u>Task 3</u> Look at the pictures. In pairs, complete the sentences with the correct prepositions. Then, pronounce the sentences.
2	<b>Practice (While-listening stage)</b> <ul style="list-style-type: none"> <li>- Getting the main idea from recordings of descriptive texts.</li> <li>- Finding detail information from recordings of descriptive texts.</li> </ul>	Written test	Multiple Choices	<u>Task 4</u> Listen to the story of <i>In the Bat’s House</i> . Then answer the following questions. Choose the best answer to each



3	<p><b>Production (Post-listening stage)</b></p> <ul style="list-style-type: none"> <li>- Recognizing the use of simple present tense in the descriptive texts.</li> </ul> <p><b>Affective</b></p> <p>Evolving a character of:</p> <ul style="list-style-type: none"> <li>• cooperation</li> <li>• carefulness</li> <li>• self-confidence</li> <li>• autonomy</li> </ul>	Spoken test		<p>question.</p> <p><u>Task 5</u></p> <p>Look at the pictures. Make a sentence that describe the pictures using prepositions orally.</p>
---	---	-------------	--	--

## 2. Assessments of Listening

### a. Production (While-listening stage)

Task 4

Total items = 10

$$\rightarrow = \frac{\text{skorperolehan}}{10} \times 100$$

Yogyakarta, May 3<sup>rd</sup>, 2013

Approved by,  
Consultant

Researcher

Dr. Agus Widyanoro, M.Pd.

NIP: 19600308 198502 1 001

Dwi Tugiwati

NIM: 09202241029

# BATS' HOUSE

## A. Lead-in

### Task 1

Look at the picture.  
Then, answer the following  
questions.

**How does the room look like?**  
**How many bats are there?**  
**Where are the bats hanging?**  
**What are the colours of the**



## B. Song

### Task 2

Watch and listen to the video. Then, write and mention  
the preposition that you listen.

### *Who is it?*

Who is hiding behind that tree, behind that tree, behind that tree?

Who is hiding behind that tree?

A little friendly bee.

Who is walking down the hill, down the hill, down the hill?

Who is walking down the hill?

My very good friend, Jill.

Who is climbing up the stairs, up the stairs, up the stairs?

Who is climbing up the stairs?

Three little brown bears.

Who is sleeping between these chairs, between these chairs, between these chairs?

Who is sleeping between these chairs?

Two pink teddy bears.

Who is sitting under my bed, under my bed, under my bed?

Who is sitting under my bed?

A big crocodile called Fred.

Who is staying at my house, at my house, at my house?

Who is staying at my house?

## **C. Word Power**

### **Task 3**

Look at the pictures. In pairs, complete the sentences with the correct prepositions. Then, pronounce the sentences.

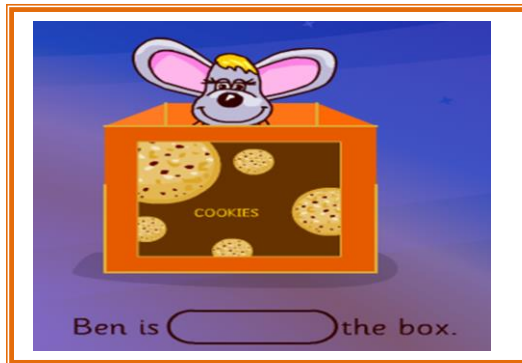
1.



5.



2.



6.



3.



7.



4.



8.



a. In

c. under

e. down

g. next to

b. Between

d. up

f. on

h. behind

**D.Story****Task 4**

Listen to the story of *In the Bat's House*. Then answer the following questions.  
Choose the best answer to each question.

1. What is the green bat doing?
  - a. It is eating.
  - b. It is sleeping.
  - c. It is singing.
  - d. It is kicking.
2. What is the pink bat doing?
  - a. It is sleeping.
  - b. It is eating.
  - c. It is reading.
  - d. It is drinking.
3. What is a red bat doing?
  - a. It is talking.
  - b. It is sitting.
  - c. It is eating.
  - d. It is walking.
4. What is a grey bat doing?
  - a. It is drinking.
  - b. It is eating.
  - c. It is reading.
  - d. It is cutting.
5. What are two yellow bats doing?
  - a. They are playing race.
  - b. They are playing case.
  - c. They are playing cheese.
  - d. They are playing chess.
6. Where is the blue bat sitting?
  - a. In the clock.
  - b. At the clock
  - c. On the clock.
  - d. Of the clock.
7. What is a blue bat doing?
  - a. It is drinking.
  - b. It is sleeping.
  - c. It is playing.
  - d. It is eating.
8. How many orange bats are there in the bats' house?
  - a. 2 bats.
  - b. 3 bats.
  - c. 4 bats.
  - d. 5 bats.
9. What are the orange bats doing?
  - a. They are playing futsal.
  - b. They are playing football.
  - c. They are playing basketball.
  - d. They are playing softball.
10. Where is the spider sleeping?
  - a. It is sleeping in the week.
  - b. It is sleeping in the well.
  - c. It is sleeping in the web.
  - d. It is sleeping in the wide.

## Task 5

Look at the pictures. Make sentences that describe the pictures using prepositions orally.



**APPENDIX E:  
QUESTIONS OF  
PRE-TEST  
AND  
POST-TEST**



## LISTENING PRE-TEST

### Part A

Listen to the recording. Then, put a tick (V) in the column if the statement is true and put a cross (X) in the column if the statement is false.

No	Statements	True	False
1.	Cinderella has got two beautiful stepsisters.		
2.	Cinderella's hands are dirty.		
3.	Cinderella has a new dress.		
4.	Cinderella's stepsisters feed the animals.		
5.	Cinderella and the prince live in a castle.		

### Part B

Listen to a story of *"In the Bats' House"*. Complete the story based on the recording.

### ***In the Bats' House***

In the dark, dark forest,  
 There is a dark and scary house.  
 And in the dark and scary house,  
 there is a dark and scary (1).....  
 Open the door and have a look!



Wow! What a view! Look at all those (2).....bats!  
 (3)..... they scary?  
 Look! There is a green bat at the (4) .....of the (5).....and it is sleeping!  
 Look! There is a pink bat (6)..... the two pictures and it is reading a book!  
 Look! There is a red bat (7)..... the (8) .....chair and it is talking on the phone!  
 Look! There is a grey bat (9)..... the window and it is eating a banana!  
 Look! There are (10)..... yellow bats under the table and they are playing chess!



Look! There is a blue bat on the clock and it is drinking (11) ..... Juice!

Look! There are (12).....orange baby bats next to the door and (13).....are playing football!

But who is sleeping there in the (14).....?

Is it a bat? No! It's a black (15).....!

There is only one spider in this house and it is sleeping.

### Part C

Listen to “*Twin’s Week*” short story. Then, find the mistake, underline it and write the correct word.

- |    |  |               |
|----|--|---------------|
| a. | On Mondays they take a <u>bath</u> .                         | <u>shower</u> |
| b. | On Tuesdays they eat breakfast with <u>koalas</u> and frogs. | <u>pandas</u> |
| c. | On Wednesdays they ride horses.                              | _____         |
| d. | On Thursdays they play basketball with parrots.              | _____         |
| e. | On Fridays they play some games with the giraffes.           | _____         |
| f. | On Saturdays they go dancing with the kangaroos.             | _____         |
| g. | On Sundays they take a walk around the park.                 | _____         |

## LISTENING POST-TEST

### Part A

Listen to the recording. Then, put a tick (V) in the column if the statement is true and put a cross (X) in the column if the statement is false.

No	Statements	True	False
1.	Ringgo is brown.		
2.	Ringgo has got two legs.		
3.	Ringgo likes playing in the house.		
4.	Ringgo has got many friends.		
5.	Molly is the horse.		

### Part B

Listen to a story of *"In the Bats' House"*. Complete the story based on the recording.

### ***In the Bats' House***

In the dark, dark forest,  
there (1)..... a dark and scary house.

And in the dark and scary house,  
there is a dark and scary hall.

Open the door and have a look!

Wow! What a view! Look at all those funny bats!

(2)..... they scary?

Look! There is a green bat at the (3) .....of the stairs and it is sleeping!

Look! There is a pink bat (4)..... the two pictures and it is reading a book!

Look! There is a red bat (5)..... the armchair and it is talking (6) ..... the phone!

Look! There is a (7)..... bat (8)..... the window and it is eating a banana !

Look! There are(9) ..... yellow bats under the(10)..... and they are playing chess!



Look! There is a blue bat ..... the clock and it is drinking some (11) .....!

Look! There are five orange baby bats (12)..... the door and they are playing football!

But who is sleeping there in the web?

Is it a bat? No! It's a (13)..... spider!

There is only one (14) ..... in this house and it is (15).....

### Part C

**Listen to “People Work” song. Then, find the mistake of the statement, underline it and write the correct word.**

Statements	Correct Words
<p>a. Nigel Naylor, he's a <u>sailor</u>. He makes trousers, suits and shirts.</p> <p>b. Penny Proctor, she's a doctor, comes to see me when it hurts.</p> <p>c. Peter Palmer, he's a farmer. He's got cows and pigs and ship.</p> <p>d. Mabel Meacher, science teacher, teaches English, French and Greek.</p> <p>e. Patty Prentice, she's a dentist, keeps your feet both clean and white.</p> <p>f. Ronnie Ryman, he's a firefighter, comes when there's a fire to fight.</p>	Tailor

# **APPENDIX F: STUDENTS' SCORES**

# DAFTAR NILAI

Nama Sekolah : SMP N 1 MLATI  
Mata Pelajaran : BAHASA INGGRIS  
Kelas : 7 B

NO	NAMA	SCORE						
		PRE-TEST	Test 1	Test 2	Test 3	Test 4	POST TEST	Rata-rata
1	Achmad Zain Nurridho	6	8.3	10	6.6	9	7.6	7.92
2	Agripina Melyantha	5	8.3	10	6	9	9.3	7.93
3	Ahada Oktavianti Kusumastuti	4.3	6.7	7.1	8	8	6	6.68
4	Akmal Bagus Kurniawan	4.3	8.3	10	6	9	8	7.60
5	Aryo Prakoso	4	6.7	10	9.3	7	6.3	7.22
6	Azhar Firman Ghani	4.7	8.3	10	6.6	9	9	7.93
7	Choffin Aurelya Kartika Pakci	6.3	6.7	7.1	9.3	7	7	7.23
8	Dea Betha Phaoneva Zerlinda	6.3	10	10	8	9	9.3	8.77
9	Deva Octaviano	6.7	6.7	10	8	8	9.3	8.12
10	Diah Kuntarti	4.7	6.7	10	8.6	7	7.6	7.43
11	Dian Fitasari	5	8.3	10	8	9	9	8.22
12	Dimas Danindro Saputro	4	6.7	4.3	9.3	8	7	6.55
13	Dini Eka Wijayanti	6.3	10	10	8	9	9.3	8.77
14	Dwi Setyawati	7	8.3	10	10	8	9.3	8.77
15	Dyah Widyaninggar Kusumaning Putri	6.3	8.3	10	10	8	9.6	8.70
16	Fathonah	5.3	5	10	8	9	8.6	7.65
17	Ganang Widarmono	7.3	10	10	4.6	9	8.6	8.25
18	Hendri Nur Wulandari	4	5	7.1	5.3	8	6.6	6.00
19	Imam Hambali	4	8.3	7.1	7.3	7	9	7.12
20	Indra Setiawan	4.7	8.3	4.3	6	8	9	6.72
21	Kikin Rahmawati	4.7	6.7	10	7.3	9	8.6	7.72
22	Lukluk Nur Aini	5	6.7	10	8	9	8	7.78
23	Muhammad Alief Ferdiansyah	5	6.7	10	7.3	9	9	7.83
24	Muhammad Risa Mahdavikia	6.7	5	4.3	8	8	8.6	6.77
25	Nurul Hidayati	5.3	5	10	6.6	8	7.3	7.03
26	Onny Vergiean Saputra	6	6.7	10	8.6	9	8.6	8.15
27	Rizal Febrian Pratama	7	8.3	10	8	9	9.6	8.65
28	Sefti Dwi Nur Anisa	5.3	6.7	10	9.3	9	9	8.22
29	Septiana Arvina	6	6.7	10	8	9	8.6	8.05
30	Tiara Nisya	5.3	5	10	7.3	7	9	7.27
31	Wahyu Widiyatmoko	4	6.7	7.1	6.6	7	8.6	6.67
32	Yogatama Waskithoaji	7.3	10	10	8	9	9.6	8.98
	Rata-rata	5.43	7.35	9.01	7.68	8.34	8.43	7.71









# **APPENDIX G: OBSERVATION SHEETS**

### OBSERVATION SHEET

Date :

Meeting :

Observer :

No	Observation Items	Yes	No	Comments
A	Pre-teaching			
	1. The teacher greets the students and asks students' condition.			
	2. The students respond to the greeting and tell their condition to the teacher.			
	3. The teacher leads the prayer.			
	4. The teacher checks the attendance.			
	5. The teacher reviews the last meeting materials.			
	6. The teacher gives lead-in questions to presents new materials.			
	7. The teacher explains the goal of the teaching and learning.			
B	Whilst-teaching			
	1. The students are ready to learn the materials.			
	2. The teacher gives an input text.			
	3. The teacher and the students discuss the input text.			
	4. The students identify the expressions used in the input text.			
	5. The teacher distributes handouts.			
	6. The teacher checks students' understanding.			
	7. The teacher gives the students opportunity to ask questions.			
	8. The students deliver their questions to the teacher.			
	9. The students are engaged to do interesting listening activities such as			

	games, discussion, and singing.			
	10. The teacher's instructions are clear.			
C	Post-teaching			
	1. The teacher summarizes and reflects the lesson.			
	2. The students reflect their learning.			
	3. The teacher previews on the upcoming materials.			
	4. The teacher ends the class by praying.			
D	Class situation			
	1. The teacher shows enthusiasm and interest in the subject being taught.			
	2. The students are highly motivated during the lesson.			
	3. The students are actively involved in each class activity.			
	4. The time allocation is appropriate.			
E	The use of teaching and learning media			
	1. The teacher uses a textbook or handouts.			
	2. The media used by the teacher are sufficient in the teaching and learning process.			
	3. The teacher uses interesting media such as videos or pictures in teaching and learning process.			
	4. The teacher provides appropriate models and authentic spoken texts to teach listening.			

**APPENDIX H:  
QUESTIONNAIRES  
AND  
THE RESULTS**

**KUESIONER (Pre-action)**

NAMA :

KELAS :

NO. URUT :

Kuesioner ini disusun untuk mendapatkan informasi mengenai kesulitan siswa dalam mendengarkan teks bahasa Inggris dan juga harapan siswa terhadap penggunaan video. Informasi yang didapatkan akan digunakan sebagai data penelitian dalam skripsi yang dikerjakan oleh Dwi Tugiwati, salah satu mahasiswa Pendidikan Bahasa Inggris untuk mendapatkan gelar Sarjana Pendidikan. Penelitian tersebut berjudul “The Use of Videos to Improve the Listening Skills of Class VII B Students of SMP N 1 Mlati in the Academic Year of 2012/2013”.

Informasi yang Adik-adik berikan akan sangat berguna dan penting bagi keberhasilan penelitian yang dilakukan. Informasi ini tidak berpengaruh sama sekali pada hal-hal lain di luar keperluan penelitian. Oleh karena itu, kesungguhan dan kejujuran Adik-adik sekalian sangatlah dihargai.

Atas perhatian dan kerjasama dalam mengisi kuesioner ini, diucapkan banyak terima kasih.

**Jawablah pertanyaan di bawah ini dengan cara menyilang salah satu jawaban.**

No	Pertanyaan	Sangat Buruk	Buruk	Sedang	Baik	Sangat Baik
1	Bagaimana kemampuan bahasa Inggris Adik secara keseluruhan?	1	2	3	4	5
2	Bagaimana kemampuan bahasa Inggris Adik dalam mendengarkan?	1	2	3	4	5
3	Bagaimana kemampuan bahasa Inggris Adik dalam berbicara?	1	2	3	4	5
4	Bagaimana kemampuan bahasa Inggris Adik dalam membaca?	1	2	3	4	5
5	Bagaimana kemampuan bahasa Inggris Adik dalam menulis?	1	2	3	4	5

No	Pertanyaan	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
6	Saya suka bahasa Inggris.	1	2	3	4	5
7	Menurut saya bahasa Inggris itu mudah.	1	2	3	4	5
8	Saya belajar bahasa Inggris hanya karena ingin lulus ujian dan mendapat nilai bagus.	1	2	3	4	5
9	Menurut saya bahwa bahasa Inggris itu penting untuk masa depan saya.	1	2	3	4	5

No	Pertanyaan	Sangat Tidak Suka	Tidak Suka	Netral	Suka	Sangat Suka
10	Apakah Adik suka membaca buku atau majalah berbahasa Inggris?	1	2	3	4	5
11	Apakah Adik suka mendengarkan music berbahasa Inggris?	1	2	3	4	5
12	Apakah Adik suka menonton film berbahasa Inggris?	1	2	3	4	5
13	Apakah Adik suka belajar bahasa Inggris dengan cara mendengarkan penjelasan guru?	1	2	3	4	5
14	Apakah Adik suka belajar bahasa Inggris dengan cara mengerjakan soal-soal?	1	2	3	4	5
15	Apakah Adik suka belajar bahasa Inggris dengan lagu?	1	2	3	4	5

16	Apakah Adik suka belajar bahasa Inggris dengan menonton video?	1	2	3	4	5
17	Apakah Adik suka belajar bahasa Inggris dengan game?	1	2	3	4	5
18	Apakah Adik suka belajar bahasa Inggris dengan cara kerja secara individu?	1	2	3	4	5
19	Apakah Adik suka belajar bahasa Inggris dengan cara kerja kelompok?	1	2	3	4	5

No	Pertanyaan	Belum Pernah	Pernah	Kadang-Kadang	Sering	Sering Sekali
20	Apakah guru pernah menggunakan rekaman suara untuk pembelajaran bahasa Inggris?	1	2	3	4	5
21	Apakah guru pernah menggunakan lagu untuk pembelajaran bahasa Inggris?	1	2	3	4	5
22	Apakah guru pernah menggunakan video untuk pembelajaran bahasa Inggris?	1	2	3	4	5
23	Apakah guru pernah menggunakan game untuk pembelajaran bahasa Inggris?	1	2	3	4	5

Atas perhatian dan bantuan dari Adik-Adik, kakak ucapkan terima kasih.

### **KUESIONER (Post-action)**

NAMA :

NO :

**A. Jawablah pertanyaan di bawah ini dengan cara menggaris bawahi salah satu jawaban.**

1. Saya suka bahasa Inggris.

Sangat Tidak Setuju/Tidak Setuju/Netral/Setuju/Sangat Setuju.

2. Menurut Saya bahasa Inggris itu mudah.

Sangat Tidak Setuju/Tidak Setuju/Netral/Setuju/Sangat Setuju.

3. Bagaimana kemampuan bahasa Inggris Adik secara keseluruhan?

Sangat buruk / Buruk / Sedang / Baik / Sangat Baik

4. Bagaimana kemampuan bahasa Inggris Adik dalam mendengarkan?

Sangat buruk / Buruk / Sedang / Baik / Sangat Baik

**B. Jawablah pertanyaan di bawah ini.**

1. Apakah Adik senang mengikuti pelajaran bersama Miss Wati selama ini?

Mengapa?

2. Apakah Adik merasa bahwa kemampuan mendengarkan Bahasa Inggris

Adik meningkat? Mengapa?

3. Apakah materi, video dan kegiatan selama pembelajaran ini menyenangkan?

Mengapa?

4. Adakah materi, video, kegiatan selama ini yang tidak menyenangkan? Sebut dan Jelaskan.

5. Adakah saran / masukan untuk pembelajaran Bahasa Inggris untuk pembelajaran selanjutnya?



### Hasil Kuesioner

No	Pernyataan	Kuesioner	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1	Saya suka bahasa Inggris.	Pre-action			12	16	4
		Post-action			5	15	12
2	Menurut Saya bahasa Inggris itu mudah.	Pre-action		4	26	2	
		Post-action			18	13	1

No	Pernyataan	Kuesioner	Sangat Buruk	Buruk	Netral	Baik	Sangat Baik
1	Bagaimana kemampuan bahasa Inggris Adik secara keseluruhan?	Pre-action			20	12	
		Post-action			16	16	
2	Bagaimana <i>listening skills</i> Adik?	Pre-action			22	10	
		Post-action			14	17	1

**Keterangan:** Jumlah siswa 32

# **APPENDIX I: INTERVIEW GUIDELINES**

## **INTERVIEW GUIDELINE 1**

### **Reconnaissance Step**

#### **For the English teacher**

1. Bagaimana biasanya mengajar bahasa Inggris di kelas?
2. Skill apakah yang jarang diajarkan dalam pembelajaran bahasa Inggris?
3. Bagaimana cara mengajar Listening di kelas?
4. Darimana mendapatkan materi Listening?
5. Apakah ada media yang digunakan untuk mengajar Listening?
6. Bagaimana motivasi siswa dalam mengikuti pembelajaran bahasa Inggris?
7. Bagaimana pendapat Anda mengenai penggunaan video dalam pembelajaran Listening?
8. Apa sajakah aktivitas yang sesuai untuk pembelajaran Listening?

#### **For the Students**

1. Apakah Adik suka dengan pelajaran bahasa Inggris?
2. Dari 4 skills dalam bahasa Inggris: Listening, Speaking, Reading dan Writing, manakah yang menurut Adik paling susah?
3. Apakah Listening itu susah? Alasannya?
4. Bagaimana pembelajaran bahasa Inggris di kelas?
5. Bagaimanakah cara guru mengajarkan Listening?
6. Apakah guru menggunakan media dalam pembelajaran bahasa Inggris?
7. Darimanakah materi yang biasanya digunakan untuk pelajaran bahasa Inggris?
8. Apakah harapan Adik untuk pelajaran bahasa Inggris?

## INTERVIEW GUIDELINE 2

### **Reflection Step**

#### **For the teacher**

1. How is your opinion about the implementation?
2. Do you think that the students are motivated in listening?
3. What do you think about the activities and the materials?
4. What do you think about the media used in the implementation?
5. What do you think about the students' interaction in the teaching-learning process?
6. Is there any suggestion for the next implementation?

#### **For the students**

1. Bagaimana pendapat kalian tentang penggunaan video?
2. Apakah kalian senang?
3. Menurut kalian, apa yang kurang dalam penerapan video dalam pembelajaran?
4. Apakah kalian termotivasi untuk mendengarkan?
5. Bagaimana pendapat kalian tentang aktivitas yang dilakukan tadi?
6. Bagaimana menurut kalian mengenai media yang digunakan?

#### **For the collaborator**

1. How is your opinion about the implementation?
2. Do you think the students are motivated in listening?
3. What do you think about the activities and the materials?
4. What do you think about the media used in the implementation?
5. What do you think about the students' interaction in the teaching-learning process?
6. Is there any suggestion for the next implementation?

# **APPENDIX J: PHOTOGRAPHS**



**Picture 1:** The teacher is giving some explanations to the students by using the video.



**Picture 2:** The students are listening to and watching the video enthusiastically.



**Picture 3:** The teacher is asking the students to be volunteers.



**Picture 4:** The students are listening to and watching the video enthusiastically.



**Picture 5:** The students are enjoying singing the song and watching the video.



**Picture 6:** The students are checking difficult words by using their dictionaries.





**Picture 7:** The students are working in groups effectively.



**Picture 8:** The student is answering a question confidently in front of the class.

# **APPENDIX J: LETTERS**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

6 Mei 2013

Nomor : 0448f/UN.34.12/DT/V/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

***USING VIDEOS TO IMPROVE THE LISTENING SKILLS OF GRADE VII STUDENTS OF SMP N 1 MLATI IN THE ACADEMIC YEAR OF 2012/2013***

Mahasiswa dimaksud adalah :

Nama : DWI TUGIWATI  
NIM : 09202241029  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Mei -Juni 2013  
Lokasi Penelitian : SMP N 1 Mlati

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Rekan  
Kasubag Pendidikan FBS,

Probo Utami, S.E.

NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMP N 1 Mlati



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA  
**SMP NEGERI 1 MLATI**

Tirtoadi, Mlati, Sleman, Yogyakarta. Telp. (0274) 7491682, e-mail:  
smpn1\_mlati@yahoo.co.id

**SURAT KETERANGAN**

Nomor : 070/96

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 1 Mlati,  
menerangkan bahwa:

Nama : Dwi Tugiwati  
NIM : 09202241029  
Program Studi : S-1 Pendidikan Bahasa Inggris  
Universitas Negeri Yogyakarta

Telah melaksanakan penelitian untuk menyelesaikan skripsi dengan judul: **"Using Videos to Improve the Listening Skills of Grade VII Students of SMP N 1 Mlati in the Academic Years of 2012/2013"** yang dilaksanakan pada tanggal 11 Mei 2013 sampai dengan 29 Mei 2013.

Demikian surat keterangan ini kami buat agar dipergunakan sebagaimana mestinya.

Mlati, 20 Juni 2013  
Kepala Sekolah  
  
Suparto, S.Pd.  
NIP. 195511071981031011







**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/3953/N/5/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY  
Tanggal : 06 Mei 2013

Nomor : 04481/UN.34.12/DT/V/2013  
Perihal : Permohonan Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : DWI TUGIWATI NIP/NIM : 09202241029  
Alamat : Karangmalang Yogyakarta 55281  
Judul : USING VIDEOS TO IMPROVE THE LISTENING SKILLS OF GRADE VII STUDENTS OF SMP N 1 MLATI IN THE ACADEMIC YEARS OF 2012/2013  
Lokasi : - Kota/Kab. SLEMAN  
Waktu : 07 Mei 2013 s/d 07 Agustus 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 07 Mei 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan

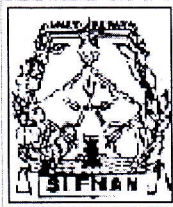
  
Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY
4. Kasubbag. Pendidikan FBS UNY
5. Yang Bersangkutan





**PEMERINTAH KABUPATEN SLEMAN**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 1647 / 2013

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta  
Nomor : 070/3953/V/5/2013  
Hal : Izin Penelitian

Tanggal : 07 Mei 2013

**MENGIZINKAN :**

Kepada :  
Nama : DWI TUGIWATI  
No.Mhs/NIM/NIP/NIK : 09202241029  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta 55281  
Alamat Rumah : Panggungan RT 05 RW 33 Trihanggo, Gamping, Sleman, D.I. Yogyakarta  
No. Telp / HP : 08995419031  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**USING VIDEOS TO IMPROVE THE LISTENING SKILLS OF GRADE VII STUDENTS OF SMP NEGERI 1 MLATI IN THE ACADEMIC YEARS OF 2012/2013**  
Lokasi : SMP Negeri 1 Mlati, Sleman  
Waktu : Selama 3 bulan mulai tanggal: 07 Mei 2013 s/d 07 Agustus 2013

**Dengan ketentuan sebagai berikut :**

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 7 Mei 2013

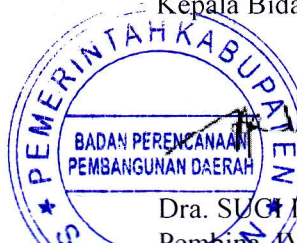
a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris  
u.b.

Kepala Bidang Pengendalian dan Evaluasi

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Mlati
6. Kepala SMP Negeri 1 Mlati, Sleman
7. Kasubbag. Pendidikan FBS UNY.
8. Yang Bersangkutan



Dra. SUCI IRIANI SINURAYA, M.Si, M.M  
Kepala Bidang Pengendalian dan Evaluasi